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Career Patterns And Locus Of Control Of Teachers In The Counties Of Beaver And Lamont

by

Allan Ralph Pollock

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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Supervisor

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Date Oct. 13, 1982

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ABSTRACT

The primary purposes of this study were to describe the career patterns of a population of rural Alberta teachers and explore relationships between locus of control and educational attainment, educational achievement, present positions, level of career aspiration and satisfaction with opportunities for career development in teaching.

Miller and Form's classification of initial, trial and stable work patterns was used to describe the career patterns of teachers. Almost half of the teachers surveyed exemplified either "stable" or "trial-stable" work patterns.

A questionnaire which included Rotter's 29 item I-E scale was constructed by the author and administered to 148 teachers and administrators in the Counties of Beaver and Lamont, Alberta. Subjects were divided into groups according to their locus of control scores and data for these groups were analyzed.

The major hypotheses for the study stated that a positive relationship existed between an internal locus of control and educational achievement, level of aspiration and satisfaction with the opportunities that exist for career development in teaching. Fifteen hypotheses were developed to examine the relationship between locus of control and these variables. Six relationships were found to be statistically significant.

Some support was found for the notion that internality is positively related to educational attainment as well as

the desire for, and attainment of positions outside the regular classroom. Further research to explore the rellationships tested in this initial study is recommended.

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1. STATMENT OF PURPOSE

Research has demonstrated that occupational choice is largely determined by such factors as socio-economic status of one's family, mental ability and the opportunities to which one is exposed (Super, 1963; 3). Weleschuk (1969) and Murphy (1969), using career pattern studies, identified a number of educational career patterns culminating in administrative positions. Such descriptive studies although useful do not, as a rule, go beyond a description of the personal -- professional background and occupational history of the sample population being studied. It would be desirable to determine whether individual, personality differences account for the career patterns which are identified.

The major aims of this study were to describe the career patterns of teachers in the Counties of Beaver and Lamont and to investigate an hypothesized association between these career patterns and an internal locus of control as measured by Rotter's I-E Scale (1966). To date, research in this general area has been scant and has missed the teaching profession entirely.

Due to the need to identify and describe the career patterns of the 148 teachers, the following research question was proposed:

RQ, What are the career patterns of the teachers who participated in the study?

This question led to two objectives:

O 1.1 To describe the personal and professional background of respondents.

O 1.2 To describe the initial, trial and stable work experiences of respondents and their job patterns, reasons for occupational mobility and long-term career plans.

The second research question involved and exploration of the relationship between career patterns and locus of control. The question was worded as follows:

RQ_2 What relationships exist between locus of control and the educational achievements of teachers?

This question led to three objectives:

O 2.1 To determine the relationship between the level of educational attainment and locus of control.

O 2.2 To determine the relationship between the level of academic achievement in high school and locus of control.

O 2.3 To determine the relationship between level of academic achievement in university and locus of control.

The third research question focused on the relationship between the future career plans of teachers and their locus of control. This question was formulated as follows:

RQ_3 What relationships exist between the career aspirations of teachers and locus of control?

This question led to three objectives:

O 3.1 To determine the relationship between the present

position held by teachers and locus of control.

O 3.2 To determine the relationship between perceptions concerning promotional opportunities and locus of control.

O 3.3 To determine the relationship between long-term career plans and locus of control.

The final research question involved an exploration of the relationship between satisfaction with career opportunities in teaching and locus of control. The question was worded as follows:

RQ$_4$ What is the relationship between locus of control and satisfaction with career development in teaching?

This question led to four objectives:

O 4.1 To determine the relationship between locus of control and the desire for more staging in the teaching career.

O 4.2 To determine the relationship between locus of control and teachers' perceptions concerning opportunities for promotion.

O 4.3 To determine the relationship between locus of control and overall satisfaction with opportunities for career development in teaching.

O 4.4 To determine the relationship between locus of control and long-term feelings of satisfaction and dissatisfaction with teaching.

2. REVIEW OF RELATED THEORY AND RESEARCH

2.1 Introduction

This chapter contains a review of the theory and research related to both the career pattern and locus of control constructs. The first part of each section examines the theory which underlies each respective construct. This theoretical framework is followed by a summary of the related literature.

2.2 Career Studies

2.2.1 The Theoretical Framework: Career Patterns

The concept of career patterns emerged from the works of Davidson and Anderson (1937), Super (1957,1963) and Miller and Form (1964). The major tenets of career pattern theory are:

1. Occupational choice is determined by a number of factors including parental socio-economic status, sex, level of education, and ability and interests.
2. One's occupation offers an opportunity for the individual to test a tenative view of self-concept against reality (Super, 1957). It follows that since the individual is testing and continually redefining this self-concept he/she will also be floundering. Consequently, the rate of occupational change during the

traditional period between school and work will be higher than the rate of occupational change during other periods of one's life.

3. The career of a typical worker can be divided into five main categories: preparatory, initial, trial, stable, and retirement. Taken together the initial, trial and stable periods constitute one's active work life (Miller and Form: 1964, 542-3).
4. The nature of the career pattern -- that is "the occupational level attained and the sequence, frequency and duration of trial and stable jobs is determined by the individual's parental socio-economic level, mental ability, and personality characteristics, and the opportunities to which he is exposed" (Super, 1963; 3).

Miller and Form (1964) have identified 14 patterns of various initial, trail and stable combinations. Of these fourteen, seven have been classified as secure patterns and seven as unsecure patterns:

Secure Patterns	Unsecure Patterns
1. S	8. T-S-T
2. I-S-T-S	9. I-T-S-T
3. S-T-S	10. I-T
4. I-S	11. T
5. I-T-S	12. S-T
6. I-T-S-T-S	13. I-S-T
7. T-S	14. T-T-T-T

Career pattern studies, then, attempt to plot careers starting with a description of parental occupation and proceeding through schooling to entry job and then to adult occupation. By analyzing large numbers of these graphical

summaries of careers researchers have discovered that several career patterns emerge within a particular occupation. A knowledge of these patterns can be useful to employees who are interested in career planning and to managers who are in charge of recruitment and retention of staff.

2.2.2 Work Values

A central question in any study of career patterns is why do people work? Weber (1930) argued that working was a worthwhile activity in its own right and that the Protestant ethic toward work was a significant factor in promoting the age of capitalism.

Miller and Form (1964) expanded upon Weber's thesis by describing four Protestant values toward work:

1. It is man's duty to know how to work, and to work.
2. Success in work is evidence of God's favor.
3. Success is measured by money and property.
4. Industry and thrift lead to success.

Super (1957) believed that people work in order to satisfy their desires for human relations, satisfying activities and an assured livelihood. This notion is further developed in his definition of work satisfaction:

> Work satisfaction...depends upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and type of work... (which he finds) congenial and appropriate (Super, 1963; 3).

Galinsky and Fast (1966) suggest that work involves a kind of self-definition that forces one to say to the world, "this is what I am". Such a declaration often immobolizes young people since they lack the internal ability and confidence to declare themselves.

Crites (1969) concurs with Super's (1957) contention that one's occupation is the primary vehicle for preserving and enhancing a consistent self-concept. In a sense, then, work is a means of transporting one's self-concept into the world of reality.

2.2.3 Organization Careers

Organization careers have been studied by a number of researchers. Some of the findings or these studies are relevant to the teaching career.

Martin and Strauss (1956) found that employees were able to assess their position and potential for advancement within organizations by tracing the paths of movement of previous employees. Career lines are established when a number of employees follow a series of identical vertical and horozontal movements. By examining the age, experience, training and career patterns of those recruited to the organization, people who are interested in promotion are able to assess their own prospects for advancement.

Gross (1964; 1967) suggests that organizations affect career behavior in four general ways:

1. Many employees must learn to adjust to the problems of

life in large organizations.

2. Organizations affect the character of employees as well as the interpersonal relations that occure between and among employees.
3. Organizations affect a person's material style life.
4. Organizational life often requires that an employee change jobs and place of residence several time during his career.

Abbott (1965) discussed a number of variables that influence organizational behavior. He found that the system of promotion had a major effect on personnel.

Becker and Strauss (1956) discovered that in bureaucracies, the highest posts do not usually go to those who have come up through the ranks but to "irregulars" who have not acquired long years of service with the organization.

2.2.4 Career Patterns of the Teachers

Socio-Economic Background of Teachers

Research has generally found support for the hypothesis that teaching presents a vehicle for intergenerational mobility for persons from low socio-economic backgrounds as determined by father's occupation and level of education.

Feldvebel (1968) found that teaching is viewed as a respectable occupation for individuals from a lower socio-economic class families. However, for individuals from upperclass families, entry into teaching is viewed as a step

downward. Lortie (1975) points out that:

> Teaching has attracted many persons who have undergone the uncertainties and deprivations of lower and working-class life -- it has provided for a significant step up the social class ladder for many Americans (p. 13).

Schwarzweller and Lyson (1978) found that teaching is seen as an important avenue of upward mobility for rural youth (especially girls). Falk, Falkowski and Lysons (1981) corroborated these findings using data from the National Longitudinal Study of the high school class of 1972 (NLS).

Dworkin (1980) using a sample of 3,549 teachers in a southwestern United States city found a significant difference is the SES of younger and older teachers. Generally, younger teachers more often came from professional and white collar families than do their older cohorts.

Related Studies

A survey of literature revealed eight major studies on career patterns of teachers. One was a British study, five were American studies and two were Canadian studies. Two of the studies (Weleschuk; 1969, Murphy; 1969) dealt with the career patterns of educational administrators and, therefore, are of limited significance since administrative postings are available to only a small percentage of teachers and, more important, tend to remove one from a career in teaching (Lortie, 1975; Cassara, 1979; Allison and Renihan, 1975).

A 1971 study of careers and promotions in teaching by the national Foundation of Educational Research involving 6,722 teachers in England and Wales resulted in the following findings:

1. The number of different status levels in the teaching career had steadily increased since 1955 at which time the Burmhaw Committee recommended the creation of five distinct status levels: Graded Post Department Head, Deputy Head, Head of small or medium sized school, and Head of large school.
2. Promotions, generally speaking, were used to provide an incentive for teachers to excercise administrative responsibilities.
3. At the time of this study 57 percent of all full-time teachers held a promotion post of some kind. (11% were heads, 8% were deputy heads and 38% held posts below deputy).
4. Promoted teachers had taught in more schools than had unpromoted teachers.
5. Factors that favored promotion were found to be: amount of training, length of teaching experience, subject specialization in an area of teacher shortage and teaching experience in a variety of schools.

Several findings from Weleschuk's study (1969) of the career patterns of 69 Alberta superintendents are relevent to this study:

1. 74.3 percent of Alberta superintendents had fathers

whose occupation was farmer, manager or skilled worker.

2. 81.2 percent of father's had twelve or fewer years of education and 47.8 percent had fewer than eight years of formal training. This finding supports the findings of a myriad of studies (Carlson, 1951; Havighurst, 1964; Feldevebel, 1968; Schwarzweller and Lyson, 1978) showing that teaching represents a route for intergenerational mobility for persons from working class and farm backgrounds.
3. Seventy-two percent of superintendents obtained their initial teaching education in the province of Alberta.
4. The average length of tenure for superintendents was 3.4 years.
5. The pattern of superintendent transfers was one of movement toward the Edmonton-Calgary and the Calgary-Lethbridge axis. Superintendencies in these areas represented "more desireable" positions within the career of superintendent.
6. Eighty-two percent of superintendents were hired from outside the system.
7. The most common career pattern of superintendents was teacher-principal-superintendent.

Murphy's research (1969) into the career patterns of 66 principals in the Edmonton Separate System revealed that:

1. Two career patterns accounted for almost two-thirds of secondary principal's careers. These patterns were teacher-principal and principal.

2. The teacher-principal and teacher-vice-principal patterns accounted for two-thirds of all elementary principal's careers.
3. Seventy percent of principals surveyed were appointed from within the Edmonton Separate School System.
4. Sixty-eight percent of principals listed their father's occupation as farmer, skilled worker or laborer.
5. Seventy-eight percent of principal's fathers had twelve or fewer years of formal education; the equivalent percentage for mothers was 87.9 percent.

Thompson (1966) conducted a follow-up study of 205 vocational education teachers who had left teaching. Relevant findings of this study included:

1. Female vocational teachers, generally speaking, decided to become teachers earlier then did men; however, most of the respondents did not decide to become teachers until after college enrolment.
2. Mothers of former vocational educational teachers had a median educational level of 12 years which was one year higher than the median educational level of fathers.
3. Five descriptive career patterns were identified. These were: Family, In-out, Horizontal, Vertical, and Cautious.
4. Sixty-two percent of the respondents had left teaching during the first three years of their career. The reasons given for this decision, in order of frequency of response were: homemaking, career in business and

teaching at a college.

Racche, Carry and Cain (1974) analyzed the careers of 311 secondary mathematics teachers. Among the findings of this study were the following:

1. Beginning teachers are often assigned to teach at the junior high school level.
2. Seventy-one percent of the teachers surveyed had left teaching within three years of the time of college graduation.
3. Thirty-six of the 71 teachers who left teaching were employed in the computor servicing industry and 14 were teaching at the college level.

Newman (1978) interviewed ten middle-aged, experienced teachers in order to obtain narrative accounts of their teaching careers. These findings from Newman's study are relevant to the writer's study.

1. The decision to teach, although rooted in childhood, was not confirmed until college.
2. The first decade of teaching was a period of high satisfaction. Most of the teachers interviewed felt that they had reached professional maturity during this time.
3. The first decade of teaching was characterized by considerable occupational mobility (moving from school to school). These job changes stemmed from a desire to: find a better community, establish residence closer to a university or relocate following a spouse's new position.

4. The decision to remain in the classroom was re-affirmed during the early thirties.
5. During the mid-thirties most teachers had settled into stable positions in a particular school.
6. The early forties were accompanied by a drop in satisfaction with teaching and feelings of being in a rut. As a consequence many teachers found it necessary to change schools and or teaching assignments.
7. As retirement approached most teachers experienced somewhat of a crisis as they wrestled with the decision to retire or continue teaching.
8. Only two teachers of the ten that were interviewed reported long-term high satisfaction with teaching and had definite plans about the future.

Pederson (1979) analyzed the careers of fifty retired secondary teachers. She found that:

1. Teachers on the average reported being happiest in teaching between the ages of 38.3 and 49.9. This period usually coincided with the time that the teacher took his or her last teaching assignment.
2. The typical pattern was to spend only three to five years at each teaching assignment as teachers searched for higher salaries and better teaching circumstances.
3. Happiness in teaching resulted from a combination of "desired circumstances..close personal relationships and the ability to be professionally productive" (p.33).
4. On average, it took teachers approximately fifteen years

to achieve a satisfactory level of professional productivity.

5. Declining commitment to teaching emerged in the mid-fifties and stemmed from a perceived lack of student interest in what was being taught.
6. Two-thirds of the teachers interviewed reported that they had retired from teaching feeling satisfied with themselves and their careers.

2.2.5 Summary

The preceeding review of related studies of career patterns of teachers reveals that:

1. The teaching career represents a route of intergenerational mobility for persons from working class and farm families.
2. The career of British teachers is much more "staged" than that of Canadian and American teachers in that a greater number of promotions are available to teachers.
3. Occupational mobility is related to finding a better community, relocation of spouse and gravitation toward an Edmonton-Calgary and a Calgary-Lethbridge set of axies.
4. Former female vocational education teachers tended to make the decision to become a teacher earlier than did their male counterparts.
5. Findings are mixed regarding the degree of satisfaction that teachers have felt toward their careers in

teaching.

6. There have been no studies which have attempted to delineate the career patterns of teachers (as compared with educational administrators) who have remained in teaching.

2.3 Locus Of Control

2.3.1 The Theorectical Framework: Social Learning Theory

The concept of locus of control is based on the belief that individuals differ in their expectations that life outcomes are due to one's own behaviors as compared with the effects of luck, fate or powers beyond one's control or understanding. Internally controlled individuals perceive reward or failure as dependent on their own actions and control whereas externally controlled individuals perceive their behavior as largely independent of ensuing rewards or failure.

The concept of internal-external control of reinforcement grew our of social learning theory. The major assumptions of social learning theory are:

1. The unit of investigation for the study of personality is the interaction of the individual and his meaningful environment.
2. The major portion of human behavior is learned or modifiable behavior.

3. In order to understand, explain or even describe personality, it is necessary to investigate the antecendent events in an individual's life.
4. No description of behavior is true; it is, instead a construction of reality imposed by the scientist for predictive purposes.
5. Personality has unity, in that a person's experiences influence each other, and stabilize as one becomes more experienced.
6. Specifying antecendent conditions so that adequate predictions can be made is considered to be more important than specifying cause.
7. Behavior is goal directed and motivated by a desire to maximize positive reinforcements.
8. The occurrence of behavior is determined not only by the nature and importance of goals or reinforcements but also by the person's anticipation that these goals will occur.
9. An expectation concerning the likelihood that goal attainment will occur is determined by a previous experience and can be quantified (Rotter, 1972; P. 4-11).

Social learning theory uses four concepts in predicting behavior. They are: behavior potential, expectancy, reinforcement value and the psychological situation. Behavior potential refers to "the potentiality of any behavior's occurring in any given situation or situations is

calculated in relation to any single reinforcement or set of reinforcements" (Rotter et al,1972; 12). Expectancy is defined as "the probability held by an individual that a particular reinforcement will occur as a function of a specific behavior on his part in a specific situation or situations" (Rotter et al, 1972; 12). Reinforcement value is "the degree of preference for any reinforcement to occur if the possibilities of their occurring were all equal" (Rotter et al, 1954; 107). Finally, the psychological situation or the stimulus which provokes behavior, must be considered as an important determinant of behavior.

Rotter relates these varibles in the formula:

$$BP_{x,s1,Ra} = f(E_{x,RaS1} \& RV_{a,s1})$$

The formula states that "the potential for behavior x to occur in situation 1 in relation to reinforcement a, is a function of the expectancy or the occurrence of reinforcement a, following behavior x in situation 1, and the value of reinforcement a in situation 1" (Rotter, 1972; 14).

Life experiences cause people to categorize their conceptualizations and thus arrive at a generalized expectancy about people, and the behaviors and reinforcements that are connected with them. One such generalized expectancy is referred to as the internal verses external control of reinforcement. As mentioned earlier people are known to differ in their belief as to whether they, as individuals, control what happens to them

(internals) or whether their fate is controlled by luck, fate or chance (externals); these differences once quantified have been used to predict a wide range of behaviors. In fact, more than 1,000 research studies (Hill, 1980; 45) have been carried out relating this important personality dimension to such behaviors as: reactions to threat, ethnic and social class differences, parent-child relationships, risk-taking, achievement, intelligence, adjustment and anxiety.

2.3.2 Achievement Studies

2.3.2.1 Introduction

Advancement in one's career is, generally speaking, considered to be a function of ability, desire, level or education, willingness to move and opportunity for promotions. Conceptually, the individual variable locus of control would seem to be related to the differences between individuals that might account for differential responses to vocational development. In short, it seems reasonable that a person's belief about his/her ability to control events should extend to include the ability to control the direction of his/her career.

Since the locus of control concept would seem to be related to career advancement, two research dimensions will be reviewed, namely the relationships between locus of control and achievement and level of aspiration.

The overwhelming majority of studies on locus of control and achievement report "a positive association between internality and achievement behavior" (Lefcourt, 1969). The notable exceptions to this pattern linking academic achievement and an internal locus of control were studies by: Katz (1967) who found little relationship between the achievement of Negro students and their scores on the Intellectual Achievement Responsibility Scale; (Crandall et al, 1965); Schiesler (1977) who found that a student's I.E. score as determined by Rotter's Internal-external (I.E.) Scale was not predictive of either mid-term or final test results in a remedial chemistry test and Jemmott (1978) who reported no significant correlation between Gurin's Multidimensional I-E Scale and the achievement of black college students who were enrolled in a higher education opportunity program.

It has been observed by Pressman (1977) that these studies, although important, must be viewed as atypical and probably the result of using a variety of locus of control instruments.

2.3.2.2 Review of Achievement/Locus of Control Studies

Coleman (1966) devoted a part of his massive study on equality of educational opportunity in the United States, to testing the relationship between locus of control and academic achievement. The extent to which children felt a sense of control of the environment was determined by asking

respondents to agree or disagree with the following statements:

1. Good luck is more important that hard work for success.
2. Everytime I try to get ahead, something or somebody stops me.
3. People like me don't have much of a chance to be successful (Coleman, 1966; 288).

The study revealed that:

- The great majority of lower socio-economic students achieved at a lower-than-average rate academically and scored as externals.
- Disadvantaged students who scored as internals demonstrated considerably higher achievement than those who scored as externals.
- The locus of control perception was more strongly related to academic achievement than was any other psychological variable.

This study, because of its size (N=245,000) and national character stands out even today as testimony to the positive correlation between internality and achievement.

Harrison (1968) extended Coleman's findings by revealing that a sense of personal control characterized successful students regardless of the socio-economic status of the home. In short, he found that an internal orientation predicted academic success among both advantaged and disadvantaged children.

Nowicki and Roundtree (1971) studied the relationship between locus of control, intelligence and achievement in a sample comprised of 87 twelve grade students. They found that intelligence was not significantly related to I-E Scores for either males (r=.32,n.s.) or females (r=.09,n.s.). However, achievement, as measured by the California Achievement Test, was associated with internality for males (r=.44, p<.01) though not females (r=.13,n.s.). This study confirmed the findings of an earlier study by Lessing (1969) who found that a sense of personal control predicted the grade-point level of students even when intelligence scores were partialled out.

Solomon and Kendal (1976) in a study of 1,000 fourth graders found that low achievers tend to feel powerless to influence their environment. The most successful children in school, on the other hand were internally motivated, respected authority and liked structured classrooms.

A recent study by Tesiny, Lofowitz and Gordon (1980) reaffirmed once again a significant correlation between internality and the achievement of 944 fourth and fifth-grade students. In this study locus of control was measured by the children's Nowicki-Strickland locus of control scale (1973); and school achievement measures included standardized reading and math scores, a teacher-rating of work/study habits and a teacher assessment of each child's quartile placement with respect to school achievement. Results showed a correlation between locus of

control and scores for reading and mathematics as being -.42 and -.39 respectively, thus indicating that children categorized as externals have lower achievement scores than children categorized as internals. Similarly the teacher's ratings of work/study habits and school achievement was positively correlated with an internal locus of control.

Pressman (1977) studied the effects of locus of control, sex, SES and intelligence upon the reading scores of 601 seventh and eighth grade students. The instruments used were Nowicki-Strickland Locus of Control Scale for Children, the Otis-Lennon Mental Ability Test and the Metropolitan Achievement Test. An analysis of the variance findings revealed that:

1. Locus of control influenced reading scores.
2. Locus of control accounted for more of the variance than did SES even when I.Q. was a variable.
3. There were no interaction effects.

Bartel (1970) investigated the relationship between locus of control and achievement of 431 randomly selected children from Grades 1, 2, 4 and 6. The Bialer Children's Locus of Control Scale (1961) was used to measure locus of control; achievement was measured by a variety of standardized tests including the Iowa Test of Basic Skills, the Metropolitan Achievement Test and Metropolitan Readiness Test.

The findings revealed a negative correlation between the locus of control and achievement variables for first

grade, middle-class children (r=.308) and a positive correlation for second grade (r=.296), fourth grade (r=.522, $p<.01$) and sixth grade (r=.388, $p<.05$) children. This study suggests that the effect of locus of control on achievement increases with age.

Kachel (1979) examined the relationship between locus of control and the academic achievement of 217 female college students attending a private college in Iowa. Locus of control was measured using Rotter's I.E. Scale (1966) and achievement was determined by assessing the subjects grade point average. The 30 subjects with the lowest internal scores (mean = 3.2) were compared with the 30 subjects who had the highest external scores (mean = 13.7). The findings revealed that the mean grade point average of the internals (x=2.72), although higher than that of the external group (x=2.55), "did not reach a conventional level of significance ($p<.10$)" (Kachel, 1979; 25).

Drummond, Smith and Pinnette (1975) investigated the effect of the internal-external control construct on a student's performance in an individualized community college reading course. The sample comprised 30 freshman, male students. Rotter's I-E Scale (1966) was used to divide subjects into internal and external sub-groups. Reading achievement was determined by administering alternate forms of the McGraw-Hill Reading Test (1970) and the Nelson-Denny Reading Test (1960) before and after twelve weeks of instruction in an individualized reading course.

The analysis of covariance of the posttest scores between the internal-oriented students and external-oriented students; using Duncan's Multiple Range Test showed that the mean scores of the external group were significantly higher than the scores for the internal group ($F=8.40$, $p<.01$). In discussing these findings the author noted that:

1. Only males were involved in the study.
2. The reading course may have been too structured to suit the nature of internals.
3. Internals, believing in their own ability and skill may not have been as conscientious (as externals) about performing all the work that was assigned.

A subsequent study by Gilmor and Reid (1978) examined the relationship between locus of control and the accuracy of outcome predictions and the actual achievement of 52 third year psychology studies on two examinations. An expanded version of the Reid and Ware (1974) multidemensional locus of control scale was used to divide the subjects into internal-external subgroups. Their findings, which contradicted those of Drummond et al (1975, revealed that:

1. Seventy eight point six percent of externals overestimated their upcoming exam results as compared with 60.4% for internals [$\chi^2(45)=4.92$, $p<.05$].
2. Internals significantly outperformed externals on the first test [$M=76.9$ and 64.0 respectively: $F(1,48)=11.02$, $p<.01$].

3. No significant performance differences were revealed on the second test [$(F(48)=2.40, p=<.15]$ although internals scored higher (M=66.1) than did externals (M=60.6).
4. Expectancy shifts (the changing of subsequent performance estimates if expectancies had either been surpassed or had not been met) were more frequently typical (versus atypical) for internals as compared with externals [$\chi^2(42)=3.98<.05$].

These researchers concluded that "the locus of control/academic relationship so often found in studies with children also holds for adult samples (and that) externals are not as responsive (as internals) to initial feedback in making estimates for future performance" (Gilmor and Reid, 1978; 566).

2.3.2.3 Summary

Since the publication of the Coleman report (Coleman, 1966) more than 40 studies have examined the relationship between locus of control and academic achievement (Bar-Tal, 1977). The results of these studies, although somewhat inconsistent, indicate a positive correlation between an internal perception of locus of control and academic achievement of children. The paucity of studies employing adult samples makes it impossible at this time to draw definite conclusions concerning the relationship of these variables for adults.

2.3.3 Level of Aspiration and Job Satisfaction Studies

2.3.3.1 Introduction

Previous research has demonstrated a positive relationship between career success and the need for achievement (McClelland, 1965; Andres, 1967; Varga, 1976). Based on this relationship plus the one between locus of control and achievement that was identified in the previous section, it would seem reasonable to assume a positive relationship between career patterns and locus of control. Although no studies were found that directly related these two variables, the writer did encounter a number of studies that examined the relationship between locus of control and level of aspiration and job satisfaction.

2.3.3.2 Review of Aspiration, Job Satisfaction and Locus of Control Studies

Liberty (1966) investigated the correlation between locus of control as measured by Strodbeck's (1958) scale of personal control and subject preference for jobs, which were rated as either high in prestige or high in competence.

The study revealed that the low Strodbeck group (externals) preferred jobs of greater prestige ($p<.001$) whereas internals were more attracted to occupations where competence was rated higher than prestige.

Liberty concluded from this finding that for externals prestige is a stronger incentive than required competence in determining occupational attraction. The primary concern of

this group appears to be the avoidance of competency-demanding jobs while at the same time desiring the appearance of occupational success.

Zerega, Tseng and Greever (1975) studied the relationship between locus of internal as measured by Rotter's I-E Scale (1966) and the aims of 515 high school students as measured by AIMS-ETS Survey (Educational Testing Service). The findings which were pertinent to this study included the following:

1. The 139 students (representing 27 percent of the total group) who scored lowest on the I-E scale (internals) showed significantly higher scores than the top 139 students (externals) in the AIMS-ETS Survey ($p<.01$).
2. The internal group also showed significantly higher scores than the external group on a number of items in the AIMS-ETS Survey. Some of these items were:
   - to be in good health ($p<.05$).
   - to have good friends ($p<.05$).
   - to get a sense of security out of life ($p<.05$).
   - to make this a better world ($p<.01$).
   - to be considered good in most undertakings ($p<.01$).
   - to lead a peaceful home life ($p<.05$).
   - to have a happy old age ($p<.001$).
   - to be a very educated person ($p<.01$).

The major conclusions of this study were that internals were more desirous of obtaining a good life and more altruistic in their feelings toward others than were

externals.

Bar-Tal, Kfir, Bar-Zohar and Chien (1980) examined the relationship between locus of control, socio-economic status (SES), academic achievement, anxiety and level of aspiration among 2,438 ninth grade Israel-Jewish students of Asian or Africa and European, American of Israeli backgrounds.

These findings from the Bar-Tal study are relevant to the writer's study:

1. Internal students have a higher SES, a higher level of academic achievement and a higher level of aspiration ($r=.21,, .29, .26$ respectively, $p<.001$).
2. When the effect of SES was controlled, internal students scored significantly higher than external students on both academic achievement and level of aspiration ($r=.22$ and .19 respectively, $p<.001$).

In short, this study confirmed Coleman's (1966) results which found that the perception of locus of control was more strongly related to achievement than any other psychological variable. In addition, however, Bar-Tal's findings proved that a significant relationship exists between locus of control and the achievement-aspiration variables even when SES is controlled. He concluded that external students who feel that they cannot control events, "tend to be worrisone, anxious and to have low expectations for future success" (Bar-Tal, 1980; 58).

Broedling (1975) found that individuals who perceive themselves to be in reasonable control of their environment

(internals) tend to perform better, report greater task-role satisfaction and are more well-adjusted than externals. This study confirmed an earlier one by Organ and Green (1974) that found externality to be negatively correlated with job satisfaction and positively correlated with role ambiquity.

Bhagat and Chassie (1978) tested the effect of internal-external locus of control on the academic performance, level of program satisfaction and level of life satisfaction of 137 under-graduate students enrolled in an organizational behavior course at a university in Southwest United States. They found that internals reported a significantly higher level of academic performance ($t=1.58$, $p<.05$), satisfaction with the academic program ($t=1.96$, $p<.01$) and with their personal lives ($t=3.31$, $p<.001$).

Curry (1980) investigated the relationship between locus of control and career maturity as determined by scores on three separate measures of the Crites Career Maturity Inventory (1973): Part 3 (Choosing a job), Part 4 (Looking for a Job) and part 5 (Planning Ahead). Seventy-five freshmen compensatory education subjects were randomly sampled from a group of 251 students for this study. Analysis of Variance revealed a significant difference for internals on each of the three tests: Part 3, $F=7.569$, $p<.001$; Part 4, $F=9.161$, $p<.003$; Part 5, $F=5.225$, $p<.007$.

Thornton (1978) examined the effects of a career planning workshop on internally and externally oriented individuals. The sample comprised 97 secretaries who

attended a one day workshop on career growth. Locus of control was measured by using a modified version of the Internal/External Locus of Control Scale (Robinson and Shaver, 1973). The objectives of the career planning workshops were that each participant would:

1. Identify current strengths and development needs.
2. Explore potential career opportunities and goals.
3. Specify some means of attaining these goals.

Four months after the workshop questionnaires were sent to all participants to determine the extent to which participants had acted upon their goals as expressed at the workshop. The relevant findings of this study to the author's are as follows:

1. Non-respondents (those who did not return the questionnaire) were significantly more external than were respondents [$t(95)=3.98$, $p<.05$].
2. Significant differences were found between internals and externals in three areas: (1) Internals reported more career planning actions than externals ($p<.01$); (2) Internals took more steps to explore potential career goals ($p<.05$); and, (3) Internals were more likely to identify means to carry out these goals ($p<.10$).

This study suggests that internal subjects expressed higher aspirations than did external subjects, and that internals were more likely to act upon these aspirations than were externals.

Singh (1978) studied the relationship between internal-external locus of control as measured by Rotter's I-E Scale (1966), job satisfaction and level of education in a hospital setting. In general the findings indicated greater job satisfaction for internals as compared with externals. Furthermore, those nurses whose jobs carried more responsibility and required more independent action and decision-making (i.e. critical care nurses) were more internal and more satisfied with their work than were externals. The study also revealed a significant relationship between level of education and locus of control. Generally, the higher the education level the nurse had attained the more internal he or she was.

Murray and Staebler (1973) investigated the effect of both student and teacher locus of control (as measured for children by the Intellectual Achievement Responsibility Questionnaire (1962) and, for adults, by Rotter's I-E Scale) on students' intellectual achievement gains.

An analysis of the data revealed no significant differences between the gains of internal versus external students. However, students who had been taught by internal teachers gained more on 7 of the 10 achievement measures than did the students who had been taught by external teachers. The total battery score was also significantly higher for internal students as compared with externals ($F=14.44$, $df=1/72$, $p<.01$). If Lortie (1975) is correct in theorizing that teachers derive satisfaction from the

intrinsic rewards of their profession (i.e. causing students to learn), it follows from this study that internal teachers will be more productive and more satisfied.

Mitchell, Smyser and Weed (1975) found a significant correlation between internality and, (1) job satisfaction, (2) persons in management roles, and (3) a perceived relationship between what one does and what happens to him/her. In this study, 900 public utility employees' locus of control was measured using Rotter's (1966) I-E Scale; job satisfaction was determined by the Working Conditions Survey (1961).

The results revealed that internals had a significantly higher overall job satisfaction than did externals ($t=4.80$, $p<.001$). A T-test between the mean I-E for managers and employees indicated that the management group was significantly more internal than were the rest of the employees ($t=5.40$, $p<.001$). Finally, internals had higher expectancy scores ($t=6.48$, $p<.001$), instrumentality scores ($t=3.67$, $p<.001$) and control scores ($t=2.61$. $p<.01$) than did externals. This indicates that internals believe that hard work is related to good performance and that they have control over how they spend their time.

Valecha (1972) examined the correlation between locus of control and a number of work related variables such as occupational level, job progress, kind of employment sought and educational training related to progress on the job. Data was obtained from a national probability sample of

4,330 males. Instruments used included an abbreviated 11-item scale of I-E, a 28-item occupational information test and the Duncan Socio-economic Index (1961) to measure job differences between the years 1967 and 1968. The relevant findings of this study to the writer's study were:

1. Significantly more internals ($\chi^2=6.23$, $p<.02$) were in higher occupations (professions, managers, etc.) than in middle-level occupations (craftsmen, operators, etc.).
2. Internals made better progress on the job ($\chi^2=13.52$, $p<.05$) than externals. This result was significant for subjects with 12 or fewer years of education but not for subjects with more than 12 years of education.
3. Significantly more internals were employed in jobs that had fewer constraints and more personal freedom in their functioning (i.e. sales jobs as compared with clerical jobs) than in jobs that had more restraints ($\chi^2=6.29$, $p<.02$).
4. More internals had received educational training related to progress on their jobs than had externals ($\chi^2=17.91$, $p<.001$).

Valecha concluded that the internal individual believes to a greater extent (than the external) that he controls "the benefits, advancement, achievements and accomplishments related to his job behavior", therefore, he generally appears "to function more effectively than his external counterpart" (P. 456).

Knoop (1981) investigated the importance of locus of control on (1) teachers' perceptions of job enrichment as determined by measuring 5 core job dimensions -- namely, skill variety, task identity, task significance, autonomy and feedback, and (2) the holding of psoitive work attitudes in such matters as job satisfaction, job motivation, job involvement, participation in decision making, work alienation and powerlessness.

The sample consisted of 1,812 public school teachers from Ontario. Subjects were classified as "internals" if their scores on Rotter's (1966) abbreviated 10-item locus of control scale (Valecha, 1972) fell in the bottom third of the sample distribution, and as "externals" if their scores fell into the top third.

The results revealed that (1) internals scored significantly higher than externals ($p<.001$) on each of the job dimensions and on the composite score which combines these dimensions into a single index ($t=9.08$, $p<.001$) and that (2) internal teachers were more satisfied with their job ($t=5.76$, $p<.001$), more motivated ($t=3.74$, $p<.001$), more involved ($t=2.64$, $p<.01$), more involved in decision-making ($t=8.76$, $p<.01$), less alienated ($t=6.17$, $p<.001$) and less powerless ($t=11.38$, $p<.001$) than were externals.

Knoop concluded from these findings that locus of control is a significant "moderator between perceptions of the work environment and work attitudes" (Knoop, 1981; 523). This study, reporting as it does correlations between

internality and 11 of the variables analyzed, indicates that the locus of control construct will continue to be a valued research tool.

2.3.4 Summary

It is difficult to summarize the results of various studies of the relationship between locus of control and achievement, aspiration and job satisfaction. Part of this difficulty stems from the numerous instruments that have been used to measure these variables. Futhermore, data are seldom reported in the same way; this makes it extremely difficult to draw conclusions.

There are, however, a number of findings that are common to two or more of the studies that were cited in this study:

1. High academic achievement, as measured in a wide variety of standardized achievement tests, is positively correlated to internality (Bhagat and Chassie, 1978; Coleman, 1966; Gilmor and Reid, 1978; Tesiny, Lofowitz and Gordon, 1980).
2. Locus of control scores are <u>not</u> related to intelligence (Nowicki and Rountree, 1971).
3. Internals, generally speaking, have a higher SES and a higher level of aspiration than externals (Thornton, 1975; Bar-Tal, Kfir, Bar-Zohar and Chien 1980; Harrison, 1968).
4. Internals report greater job and life satisfaction than

do externals (Curry, 1080; Broedling, 1975; Valecha, 1972; Knoop, 1981).

5. Internals are more likely to engage in career planning than are externals; they (internals) are also more likely to act upon those plans (Thornton, 1978).
6. Internals prefer jobs that require independent action and decision-making (Mitchel, Smyser and Reed, 1975; Singh, 1978; Valecha, 1972; Knoop, 1981).
7. Internals tend to have more formal education than externals (Singh, 1978).
8. Internals are more likely to be found in management positions and higher occupations than are externals (Valecha, 1972; Singh, 1978).

3. RESEARCH HYPOTHESES

A number of hypotheses were formulated to serve as a guide in describing the career patterns of teachers and and exploring the relationship between career patterns and locus of control. This relationship was approached with the following general hypothesis in mind:

H Teachers scoring as internals will have significantly higher levels of achievement, career aspiration and job satisfaction than teachers scoring as externals.

3.1 Career Patterns

H_1 The career of teaching presents a vehicle for integenerational mobility for children from low socio-economic backgrounds.

As stated earlier, research has indicated that teachers tend to improve their socio-economic status, as determined by the father's occupation and level of education, by entering the teaching profession. The subordinate hypotheses were:

H1a The majority of teachers come from homes where the father's occupation was farmer, manager or craftman.

H1b The majority of teachers come from homes were the father's level of education was grade twelve or lower.

It was also hypothesized that:

H_2 A correlation exists between occupational mobility and the desire for promotion and the desire to live in a better community.

3.2 Level of Educational Achievement

H_3 Internal teachers will report higher educational achievement than will external teachers.

Based on the literature review, hypothesis three presumed a relationship between internality (as evidenced by a low score on Rotter's I-E scale) and achievement. Three subordinate hypotheses were also formulated:

H3a Locus of control and educational attainment are negatively related.

H3b Locus of control and achievement in high school are negatively related.

H3c Locus of control and achievement at university are negatively related.

3.3 Level of Career Aspiration

H_4 Locus of control is negatively related to level of career aspiration.

Hypothesis four was proposed to examine the relationship between locus of control present position and the position that respondents aspire toward. Three subordinate hypotheses were formulated to investigate this

hypothesized relationship:

H4a Administrators are significantly more internal than classroom teachers.

H4b Special assignment teachers (i.e. counselors, resourceroom teachers, teacher librarians, etc.) are significantly more internal than classroom teachers.

H4c Teachers who aspire to become administrators are significantly more internal than teachers who plan to work in other teaching and nonteaching positions.

3.4 Satisfaction with Opportunities for Career Development

H, Internal teachers are more satisfied with career opportunities in teaching than are external teachers.

Hypothesis five was proposed to examine the relationship between locus of control and satisfaction with opportunities for career progression in teaching.

The subordinate hypotheses were:

H5a Internals will have significantly lower scores than externals on the perceived need for "staging" in the teaching career.

H5b Internals will have significantly higher scores than externals on perceptions concerning the opportunities for promotion in teaching.

H5c Internal teachers will have significantly higher scores than external teachers in their belief that

it is difficult for classroom teachers to maintain high levels of enthusiasm and commitment.

H5d Internal teachers will have significantly lower scores than external teachers in their belief that administrators prevent teachers from obtaining the intrinsic rewards of teaching.

H5e Internal teachers will have significantly higher scores than externals on their overall satisfaction with opportunities for career development in teaching.

H5f Internal teachers will have significantly higher feelings of satisfaction with the prospect of teaching until retirement than will external teachers.

4. DESIGN AND METHODOLOGY

4.1 Subjects

The subjects of this study were the elementary and secondary teachers of two rural, Alberta school systems--the County of Beaver and the County of Lamont. The total number of teachers in these jurisdictions at the time of the study was 213. Of this number 148 or 69.5 percent completed useable questionnaires.

4.2 Instruments

Most of the data used for this study were collected by means of a four-part questionnaire (Appendix A) developed by the writer.

The first section was designed to obtain information about the personal background of the respondents.

The second section consisted of Rotter's I-E Scale. This scale, built upon the pioneer efforts of James (1957) and Phares (1957), consists of 29 forced choice items 6 of which are fillers designed to disguise the purpose of the test. Internal statements are paired with external statements; scores range from 0 (most internal) to 23 (most external).

Normative data provided by Rotter (1966) indicated that means and standard deviations for I-E scores range from 5.48 to 10.00 and 2.78 to 4.20 respectively. MacDonald (1973)

reported that a study by Owens with an N of 4,433 found a combined male-female mean of 8.3 (S.D. =3.9) with a male mean of 8.2 (S.D. =4.0) and a female mean of 8.5 (S.D. =4.0) (p. 228).

Much has been written about the multidimensionality of Rotter's I-E Scale. Gurin et al. (1969) found that the I-E Scale items loaded primarily on two factors which he labelled personal control (marked by items using the first person) and control ideology (marked by third person items). Mirels (1970) found different first and third person items, and those dealing with controlling governments and/or world affairs. Phares (1976) in a comprehensive view of the multidimensional issue states that:

> At the present time there is evidence for existence of separate factors but there is much less evidence that demonstrates their predictive utility. Repeated demonstrations of the multidimensionality factor character of the I-E Scale are not useful unless evidence can be adduced that these factors generate empirically separate predictions (p 48).

The Rotter I-E Scale has been used in over 1,000 studies (Hill, 1980; 45) requires less than fifteen minutes to complete and continues to be a fruitful instrument for research involving both adolescents and older subjects.

The third section of the questionnaire was designed to obtain data on the type and length of tenure of respondent's educational positions. In addition, information relating to the reasons for any changes of positions that had occured or may occur in the future was obtained.

The final section of the questionnaire dealt with the short and long-term career plans of the teachers who were surveyed. In this section respondents were also asked to identify any obsticles that they saw as possibly interfering with their stated plans and aspirations.

4.3 Procedure

In December, 1981 the writer informally contacted both Mr. F. Reinholt, Superintendent of Schools for the County of Beaver, and Dr. Jack DoBush, Superintendent of Schools for the County of Lamont, in order to apprise them of the purpose and nature of this study and to obtain their assurance that they would not be opposed to such a study being carried out in their perspective jurisdictions. On January 25, 1982 this informal contact was followed up by a letter to each superintendent. This letter along with their responses is found in Appendix B.

The study was piloted with a group of elementary teachers from C.B. McMurdo School in Wetaskiwin two weeks prior to the date of the actual study. This pilot study was invaluable in (a) determining the amount of time that would be required for completion of the questionnaire (b) determining the best way of ordering the various sections of the questionnaire and (c) assuring that the data required for the study could be obtained from the instruments that were being used.

Several days before the questionnaires were delivered a short memo (Appendic C) was placed in each teacher's school mailbox advising them of the questionnaire which they would be receiving and soliciting their co-operation in completing same.

On February 17th and 19th the questionnaires were personally delivered to the various schools in the Counties of Lamont and Beaver. Teachers were assured of anonymity and confidentiality in the treatment of their responses. No identification numbers were used to link a particular individual to a given questionnaire. Data from the questionnaires were keypunched by personnel in the Computer Services Department, University of Alberta.

4.4 Methodology

Descriptive statistics on the personal and professional background of respondents were compiled in tabular form. Frequencies, percentages and means were then used in making comparisons and drawing inferences from the data. Analysis of the data revealed that there were fourteen different job pattern sequences or combinations of elementary, junior high school, high school, special education and administrative positions. Frequency counts were obtained for both these job patterns and the work patterns as classified by Miller and Form (1964).

Subjects were then divided into three groups (internal, middle group and external) according to their I-E scale scores. Since the primary purpose of this study was to examine the relationship between the locus of control variable and a number of other variables, data were analyzed using Pearson's Product-Moment Correlations, analysis of variance (where data was continuous in nature) and Chi Square Contigency Tables (where data was reported in terms of categories).

This analysis of data was carried out using a variety of programs contained in SPSS -- Statistical Package for the Social Sciences (Nie et al, 1975). One additional program was written by C. Prokop, Computer Applications Analyst, Department of Educational Administration, so that information on occupational histories could be utilized.

5. DESCRIPTION OF THE PERSONAL, PROFESSIONAL AND WORK EXPERIENCE BACKGROUNDS OF TEACHERS IN THE COUNTIES OF BEAVER AND LAMONT

The purpose of this chapter is to portray the personal and professional characteristics of teachers in two rural Alberta counties. Such a description may provide an insight into the type of background possessed by those people who have chosen teaching as a career.

5.1 Personal Background

Sex, Age Marital Status

The responding teachers in the counties of Beaver and Lamont were fairly evenly divided as to sex -- 76 were female and 72 were male. Table 5.1 shows the age distribution of teachers. About one-third of the teachers were in the age group 31-35 years; sixty-two percent, however, were 35 years or younger and only 6.8 percent of the sample was approaching retirement age.

Table 5.2 shows that the majority of teachers responding to the questionnaire were married (73.0 percent). The next largest group (singles) accounted for another 22.3 percent of the sample.

Number of Dependents

The number of dependents (including spouse) supported by teachers is shown in Table 5.3. Although the mean number of dependents for all teachers was 2.60, 37.2 percent had no

TABLE 5.1

DISTRIBUTION OF TEACHERS BY AGE

Age Category	Number	Percentage
20-25	25	16.9%
26-30	20	13.5
31-35m	47	31.8
36-40	18	12.2
41-50	28	18.9
51 and older	10	6.8
Total	148	100.1

TABLE 5.2

DISTRIBUTION OF TEACHERS BY MARITAL STATUS

Marital Status	Number	Percentage
Single	33	22.3%
Married	108	73.0
Separated	2	1.4
Divorced	3	2.0
Other	2	1.4
Total	148	100.1

dependents and only 12.2 percent had four or more dependents.

Father's Occupation

The occupational categories used in Tables 5.4 were based on those used by Duncan (1975). Table 5.4 reveals that the largest single group of teachers (48.6 percent) reported their father's occupation as farmer or farm manager, and

TABLE 5.3

DISTRIBUTION OF TEACHERS BY NUMBER OF DEPENDENTS

Number of Dependents	Number	Percentage
None	55	37.1%
One	26	17.6
Two	10	6.8
Three	37	25.0
Four or more	18	12.2
Other	02	1.4
Total	148	100.0

TABLE 5.4

DISTRIBUTION OF TEACHERS BY FATHER'S OCCUPATION

Occupation	Number	Percentage
Professional or technical worker	17	11.5%
Manager or proprietor	22	14.9
Sales worker	3	2.0
Clerical worker	0	0
Craftsman	9	6.1
Operator	3	2.0
Service worker	2	1.4
Farmer or farm manager	72	48.6
Farm laborer or farm foreman	2	1.4
Household worker	0	0
Laborer	7	4.7
Other	11	7.4
Total	148	100.0

14.9 percent stated that their fathers were managers or proprietors. Only 11.5 percent of teachers said their fathers were professional or technical workers.

Table 5.5 catagorizes by age those respondents (N=72) whose father's occupation was listed as farmer. It reveals that 80 percent of teachers 51 years and older came from farm families as compared with only 32 percent for teachers who were 20-25 years of age. When respondents are grouped as "30 years of age or younger" and "31 years of age and older" table 5.5 shows that 49.6 percent of older teachers came from farm backgrounds as compared with only 35.6 percent of younger teachers.

Table 5.6 categorizes by age those respondents (N=26) whose father's occupation was listed as professional. It reveals that 9 or 20 percent of teachers who were 30 years of age or younger came from professional families as compared with only 8 or 10.7 percent for teachers 31 years of age or older.

Father's and Mother's Level of Education

Table 5.7 reveals that 41.9 percent of the fathers of teachers had four to eight years of education and another 34.5 percent had nine to twelve years of education. Only 8.8 percent indicated that their fathers had a graduate or post-graduate degree.

Generally speaking, the amount of education obtained by the mothers of teachers in the Counties of Beaver and Lamont was higher than that of fathers. Forty-five percent of the

TABLE 5.5

DISTRIBUTION OF TEACHERS FROM FARM BACKGROUNDS BY AGE (N=72)

Age Category	Frequency	Percentage of (total respondents) by age category
20-25	8	32% (25)
26-30	8	40 (20)
31-35	21	44.7(47)
36-40	10	55.6(18)
41-50	17	50.7(28)
51 and over	8	80 (10)
Total	72	- (148)

TABLE 5.6

DISTRIBUTION OF TEACHERS FROM PROFESSIONAL BACKGROUNDS BY AGE (N=17)

Age Category	Frequency	Percentage of (total respondents) by age category
20-25	3	12% (25)
26-30	6	30 (20)
31-35	6	12.8(47)
36-40	0	0.0(18)
41-50	2	7.1(28)
51 and over	0	0.0(10)
Total	17	- (148)

respondents' mothers had nine to twelve years of education; the equivalent percentage for the fathers was 34.5 percent. Similarly 12.1 percent indicated that their mothers had graduate or post-graduate degrees whereas only 8.8 percent of fathers reported university degrees. This finding is in keeping with previous research by Thompson (1966) which showed that the median amount of education was one year greater for mothers of teachers as compared with fathers of teachers.

TABLE 5.7

DISTRIBUTION OF TEACHERS BY FATHER'S AND MOTHER'S LEVEL OF EDUCATION

Category	Father		Mother	
	Number	Percentage	Number	Percentage
0-3 years	9	6.1%	7	4.7%
4-8 years	62	41.9	40	27.0
9-12 years	51	34.5	66	44.6
Technical School Graduate	13	8.8	13	8.8
College Graduate	10	6.8	15	10.1
Post-graduate degree	3	2.0	3	2.0
Other	0	0	4	2.7
Total	148	100.1	148	99.9

RESPONDENTS (BY AGE) LISTING FATHER'S EDUCATION AS GRADE TWELVE OR LESS

Table 5.8 reveals that 100 percent of respondents who were 51 or older stated that their father's level of education was grade twelve or less. The corresponding percentage for teachers who were 20-25 was 64 percent. Eighty-nine percent of older teachers (31-51 and over) as compared with 66.7 percent of younger teachers (20-30) came from families where the father's level of education was grade twelve or less.

TABLE 5.8

FREQUENCY OF FATHER'S WITH GRADE TWELVE OR LESS BY AGE OF RESPONDENTS
(N=122)

Age Category	Frequency	Percentage of Age Category
20-25	16	64
26-30	14	70
31-35	40	85
36-40	16	88
41-50	26	92
51 and over	10	100
Total	122	-

Respondents (By Age) Listing Father's Level of Education As Higher Than Grade Twelve

Table 5.9 reveals that 36.0% of respondents aged 20-25 indicated that their father's level of education was higher than grade twelve as compared with only 7.1% for respondents

41-50 years of age. Fifty-eight percent of younger teachers (30 years of age or less) reported a father's level of education of higher than grade twelve. The corresponding percentage for older teachers was 42.3 percent.

TABLE 5.9

FREQUENCY OF FATHER'S WITH GRADE TWELVE OR MORE BY AGE OF RESPONDENTS (N=26)

Age Category	Frequency	Percentage of (Total Respondents) by Age Category
20-25	9	36.0%
26-30	6	30.0
31-35	7	14.9
36-40	2	11.1
41-50	2	7.1
51 and over	0	0.0
Total	26	-

Social Status

Table 5.10 reveals that 48.6 percent of teachers reported their social status as being about equal to that of the parents. Forty-six percent felt that their social status was higher than that of the parents and only 5.4 percent indicated a lower social status than that of the parents.

Locus of Control

Table 5.11 indicates that 32.0 percent of the respondents scored 6 or less on Rotter's I-E Scale 1966 and 30.6 percent scored 11 or more points. The low scoring group (roughly one-third of the population) were designated as the

TABLE 5.10

DISTRIBUTION OF TEACHERS BY PERCEIVED LEVEL OF SOCIAL STATUS AS COMPARED WITH THAT OF PARENTS

Category	Number	Percentage
Quite a bit lower	1	0.7%
Somewhat lower	7	4.7
About equal	72	48.6
Somewhat higher	49	33.1
Quite a bit higher	19	12.8
Total	148	99.9

TABLE 5.11

DISTRIBUTION OF TEACHERS BY I-E SCORES (N=147)*

I-E Score	Number	Percentage	Mean
0-6 (internals)	47	32.0	3.8
7-10	55	37.4	8.3
11-21 (externals)	45	30.6	13.2
Total	147	100.0	8

* one respondent failed to complete this section of the questionaire

internal group while the high scoring group (again roughly one-third) were designated as externals. Scores for the internal group N=47 ranged from 1 to 6 with a mean score of 3.8. Scores for the middle group (N-=55) ranged from 7-10 with a mean of 8.3 and scores for the external group range from 11 to 21 with a mean score of 13.2. The overall mean

was 8.4.

5.2 Professional Background

Location of initial post-secondary education

Table 5.12 shows that the overwhelming majority (91.2 percent) of respondents received their initial training in Alberta: another 6 percent received their initial training in either Saskatchewan, Manitoba or Ontario.

TABLE 5.12

LOCATION OF INITIAL TEACHER TRAINING

Location	Number	Percentage
Alberta	135	91.2%
Saskatchewan	3	2.0
British Columbia	1	.7
Manitoba	3	2.0
Ontario	3	2.0
Other	3	2.0
Total	148	99.9

Reasons for Changing from some other Faculty to Education Faculty

Of the 148 respondents 41, or 27.7 percent indicated that they had initially registered in a faculty other than education. Table 5.13 indicates that 22 percent of this group of respondents gave "disillusionment with original career choice" as their reason for changing faculties, another 22 percent checked "good employment prospects for

teachers" and 31.7 percent gave "interest in teaching a particular subject" or "desire to work with young people" as their reason for switching to the faculty of education.

TABLE 5.13

DISTRIBUTION OF TEACHERS WHO SWITCHED TO THE FACULTY OF EDUCATION BY REASONS (N=41)

Reason	Number	Percentage
Disillusionment with original carreer choice	9	22.0%
Good employment prospects for teachers	9	22.0
Previous decision to take professional training after another degree	2	4.9
Entrance to faculty of choice barred by quota restrictions	3	7.3
Interest in teaching a particular subject	6	14.6
Realization that I wanted to work with young people	7	17.1
Other	5	12.2
Total	41	100.1

Age When Decision To Teach Was Made

Table 5.14 reveals that the greatest percentage of teachers (36.5 percent) decided to become teachers between the ages of 16 and 18. However when males and females are considered separately it was discovered that the greatest percentage of females (42.1 percent) decided to become teachers at 16 to 18 years of age whereas the greatest percentage of males (43.1 percent) decided to become teachers between 19 and 21 years of age.

This finding is in keeping with research by Thompson (1966) who found that female vocational teachers decided to enter the teaching profession at an earlier age than male vocational teachers.

TABLE 5.14

DISTRIBUTION OF TEACHERS BY AGE WHEN THE DECISION TO TEACH WAS REACHED

Age Category	Females Number	Females Percentage	Males Number	Males Percentage	Totals #	Totals %
Under 15	19	25.0%	01	1.4%	20	13.5%
16-18	32	42.1	22	30.6	54	36.5
19-21	13	17.1	31	43.1	44	29.7
22-25	08	10.5	06	8.3	14	9.5
over 25	04	5.3	06	8.3	10	6.8
Missing responses	0	0.0	06	8.3	06	4.1
Total	76	100.0%	72	100.0%	148	100.0%

Reasons for Choosing Teaching as a Career

Table 5.15 indicates that four reasons accounted for 70% of teacher responses: desire to work with young people (29.1 percent), desire to work in a subject field of interest (19.3 percent), fringe benefits granted to teachers (11.8 percent) and desire to help young people develop sound values (9.5 percent).

Persons Who Were Instrumental in the Decision to Teach

Table 5.16 reveals that teachers (19.6 percent), followed by parents of the same sex (18.2 percent) and parents of the opposite sex (13.5 percent) were most

TABLE 5.15

DISTRIBUTION OF TEACHERS BY REASON FOR BECOMING A TEACHER

Reason for Teaching	Number	Percentage
Desire to work in a profession that encourages growth	23	7.7%
Prestige and status of teaching	10	3.4
Help youngsters develop sound values	28	9.4
Fringe benefits of teaching	35	11.8
Desire to work in a subject field of interest	57	19.1
Desire to work with young people	86	28.9
Job security	19	6.4
Availability of financial assistance	14	4.7
Desire to contribute to democratic life	2	.1
Other	11	3.7
No responses	11	3.7
Total	148X2=298	99.9

TABLE 5.16

DISTRIBUTION OF TEACHERS BY PERSON WHO ENCOURAGED THEM TO TEACH

Person Identified	Number	Percentage
Parent of same sex	27	18.2%
Parent of opposite sex	20	13.5
Brother or sister	6	4.1
Aunt or uncle	7	4.7
Grandparent	11	0.7
Friend	9	6.1
Teacher	29	19.6
Other	14	9.5
No response	35	23.6
Total	148	100.0

frequently identified as persons who encouraged respondents to become teachers.

Training and Experience

Of the 148 respondents surveyed 119 or 80.4 percent held a bachelor's degree, 8.8 percent held a master's degree and 3.4 percent held no degrees. (Table 5.17).

TABLE 5.17

DISTRIBUTION OF TEACHERS BY HIGHEST DEGREE HELD

Degree	Number	Percentage
Still working on first degree	5	3.4%
Bachelor's degree	119	80.4
Graduate diploma	10	6.8
Master's degree	13	8.8
Doctorate degree	0	0.0
Other (no responses)	1	0.7
Total	148	100.1

Table 5.18 indicates that 68.2 percent of teachers in the Counties of Lamont and Beaver have four years of University training and 17.6 percent have five or six years of training. Only 7.4 percent have three or fewer years of training.

Table 5.19 reveals that the largest single category of teachers (35.1 percent) have been teaching between 11 and 20 years. Teachers with fewer than ten years experience accounted for 48.6 of all teachers surveyed.

TABLE 5.18

DISTRIBUTION OF TEACHERS BY YEARS OF UNIVERSITY TRAINING

Years of training	Number	Percentage
< 2 years	8	5.4%
3 years	3	2.0
4 years	101	68.2
5 years	22	14.9
> 6 years	4	2.7
Total	148	100.0

TABLE 5.19

DISTRIBUTION OF TEACHERS BY YEARS OF TEACHING EXPERIENCE

Years of Experience	Number	Percentage
< 5 years	37	25.0%
5 to 10 years	35	23.6
11 to 20 years	52	35.1
> 20 years	24	16.2
Total	148	99.9

5.3 Occupational Background

Miller and Form (1964) divide the career of a typical worker into five main categories: preparatory, initial, trial, stable, and retirement. Taken together the initial, trial and stable periods constitute one's active work life.

Initial Work Experience

In this study the initial work experience was defined as the first position that was held for less than one year. The data in Table 5.20 reveals that 77 percent of

respondents held their initial work experience in education. Of the 21.6 percent of respondents who indicated initial work experience outside of education 10.1 percent were clerical work, 4.7 percent were laborers and 4.1 percent were skilled workers.

TABLE 5.20

DISTRIBUTION OF TEACHERS BY INITIAL WORK EXPERIENCE

Occupation	Number	Percentage
Laborer	7	4.7%
Farmer	1	.7
Skilled Worker	6	4.1
Clerical Worker	15	10.1
Military	3	2.0
Educator		
Elementary Teacher	61	41.2
Junior High Teacher	30	20.3
High School Teacher	19	12.8
Special Education Teacher	4	2.7
Other	2	1.4
Total	148	100.0

Trial Work Period

The trial work period consists of the positions which teachers held for over one or two years.

Table 5.21 shows that 93.3 percent of respondents were educators during their trial work period. In comparing the educational positions held by teachers during their initial and trial work periods a slight tendency to teach in the higher grades is evident for teachers in their trial work periods.

TABLE 5.21

DISTRIBUTION OF TEACHERS BY TRIAL AND STABLE WORK EXPERIENCE

	Trial Work Period		Stable Work Period	
Occupation	Number	Percentage	Number	Percentage
Laborer	2	1.4%	2	0.0%
Farmer	0	0.0	0	0.0
Skilled Worker	1	0.7	0	0.0
Clerical Worker	5	3.6	1	0.8
Military	1	0.7	1	0.8
Educator				
Elementary Teacher	59	42.8	43	36.1
Junior High Teacher	41	29.7	30	25.2
Senior High Teacher	22	15.9	29	24.4
Special Education Teacher	4	2.9	9	7.6
Counsellor	1	0.7	1	0.8
Administrator	2	1.4	5	4.2
Total	138*	100.1	119**	99.9

* 10 teachers did not report a trial work period
** 29 teachers did not report a stable work period

Stable Work Period

A position which a teacher occupied for three or more years was defined as the stable work period. Table 5.21 indicates that 98.4 percent of teachers achieved occupational stability in educational positions. Sixty-one percent were either elementary or junior high school teachers (a drop of 11.1 percentage points from the trial work period), 24.4 percent were high school teachers (an increase of 8.4 percent over the trial work period) and another 11.8 percent were either administrators or special

education teachers--an increase of 7.5 percent over the trial work period. It appears that teachers tended to gravitate toward high school, special education and administrative positions during their stable work periods.

TABLE 5.22

DISTRIBUTION OF TEACHERS BY INITIAL TRIAL-STABLE WORK PATTERNS (N=139)

Pattern	Number	Percentage
Secure Patterns		
1. S	44	31.6
2. I-S-T-S	0	0.0
3. S-T-S	9	6.5
4. I-S	5	3.6
5. I-T-S	4	2.9
6. I-T-S-T-S	0	0.0
7. T-S	25	18.0
Unsecure Patterns		
8. T-S-T	10	7.2
9. I-T-S-T	1	0.7
10. I-T	6	4.3
11. T	11	7.9
12. S-T	8	5.7
13. I-S-T	0	0.0
14. T-T-T-T	16	11.5
Total	139	99.9

Work Patterns of Teachers

Using Miller & Form's 14 classifications of initial, trial and stable work patterns it was found (Table 5.22) that 62.6 percent of respondents had "secure" work patterns-that is they attained a stable work experience (one that lasts for at least three years) and 37.3 percent had

"unsecure" work patterns. Two secure patterns -- namely S and T-S (Trial and Trial-Stable) accounted for 49.6 percent of all respondents. The most common unsecure patterns were the repeated trial (T-T-T-T) pattern which accounted for 11.5 percent of respondents and the trial (T) which comprised 7.9 percent of respondents.

Primary Consideration in Obtaining Initial Employment as a Teacher

Table 5.23 reveals that for 39.2 percent of respondents the primary consideration in obtaining initial employment was simply to secure a job. This consideration along with the desire to work in an area of specialization (29.7 percent) accounted for almost 68.9 percent of respondents. The next most frequently mentioned consideration "desire to be close to family and friends" was cited by 10.8 percent of the teachers surveyed.

Job Patterns of Teachers

Table 5.24 shows that 35.9 percent of respondents followed elementary job patterns, 19.4 percent followed a junior high or high school pattern of jobs, 22.4 percent were identified as following high school job patterns and 13.7 percent followed administrative patterns. The majority of elementary patternists (44.0 percent) had taught in two more elementary positions; in contrast, 25.8 percent of high school patternists had taught in two or more positions.

The majority of those in the administrative pattern (57.9 percent) were junior high or high school teachers

TABLE 5.23

DISTRIBUTION OF TEACHERS BY PRIMARY CONSIDERATION IN OBTAINING INITIAL EMPLOYMENT AS A TEACHER

Primary Consideration	Number	Percentage
Desire to find a school with a combatible educational philosophy	6	4.1%
Desire to work in an area of speciality	44	29.7
Desire to find a job--any job	58	39.2
Reasonable working conditions	6	4.1
Congenial staff	1	0.7
Desire to be close to family and friends	16	10.8
Desire to work under an effective principal	1	0.7
Desire to work in or close to a city	3	2.0
Other	13	8.8
Total	148	100.0

before becoming administrators. Similarly all special education teachers were classroom teachers before becoming special education teachers.

Reasons for occupational mobility

Responses from teachers concerning their reasons for moving to a new position are usually incomplete. For example, in a 1980 survey conducted by the Alberta Teacher's Association only 54 percent of teachers who were planning to leave their position offered any reason for this decision. The writer's study, unfortunately, was typical of other studies in that a large number of respondents either refused (31.1 percent) or checked "other reasons" for changing

TABLE 5.24

DISTRIBUTION OF TEACHERS JOB PATTERNS
(N=139)*

Job Patterns	N	% of Total	% of A, B, C,D or E
			% of A
A. Elementary (N=50)		(35.9)	
1. E	18	12.9	36.0
2. 2 or more Es	22	15.8	44.0
3. SE-E(or S)	06	4.3	12.0
4. E-SE-E(or S)	04	2.9	8.0
			100%
			% of B
B. Junior High School (N=27)		(19.4)	
5. J	07	5.0	25.9
6. 2 or more J	07	5.0	25.9
7. J and H	13	9.4	48.2
			100%
			% of C
C. Special Education (N=12)		(8.6)	
8. E(or J or H) to SE	12	8.6	100.0
			100%
			% of D
D. High School (N=31)		(22.4)	
9. H	14	10.1	45.2
10. 2 or more H	08	5.8	25.8
11. E-H(or J)	09	6.5	29.0
			100%
			% of E
E. Administration (N=19)		(13.7)	
12. E to J(or H) to A	04	2.9	21.1
13. J(or H) to A	11	7.9	57.9
14. E(or J or H) to A to E(or J or H)	04	2.9	21.1
	139	100.0%	100%

Code: E = Elementary Teaching Position
J = Junior High School Teaching Position
H = High School Teaching Position
SE = Special Education Teaching Position
S = Special Assignment (i.e. Counsellor, Teacher-Librarian)
A = Administrator

* Nine respondents failed to complete this question.

TABLE 5.25

REASONS FOR OCCUPATIONAL MOBILITY

Reason for job change	Number	Percentage
Board dismissal	3	1.3%
Maternity leave	4	1.7
Educational leave	22	9.6
Conflict with administration	7	3.1
Desire for move closer to city	22	9.6
Larger school	20	8.7
Administrative posting	29	12.7
Special Assignment	10	4.4
Changed occupations	11	4.8
Problems with students/parents	1	0.0
Transfer of spouse	15	6.6
Other/no response	85	37.5
Total	229	100.0

teaching positions.

Table 5.25 reveals that respondents reported a total of 229 position changes. The most frequently cited reason for changing jobs was to assume an "administrative posting" (12.7 percent). The next three most frequently mentioned reasons--"educational leave, desire to move closer to the city" and "desire to move to a larger school" together accounted for 27.9 percent of the reasons for job changes. Three additional responses, namely "transfer of spouse", "special assignment" and "changed occupations" accounted for another 15.8 percent of all job changes.

Occupational Mobility

Table 5.26 depicts the reasons for job changes when teachers were classified as primarily elementary, junior

TABLE 5.26

REASONS FOR OCCUPATIONAL MOBILITY
BY JOB PATTERNS
(N=143)

Reason	Elementary	Junior High	High School	Special Education	Adminis.	Total
Board Dismissal	0	2	0	1	0	3
Maternity leave	1	0	2	1	0	4
Educational leave	1	7	2	4	8	22
Conflict with administration	2	2	3	0	0	7
Desire to be closer to city	7	8	3	0	4	18
Desire to teach in larger school	1	5	2	2	10	20
Administrative posting	1	0	6	0	22	29
Special assignment	2	2	0	3	3	10
Change of occupation	4	2	2	0	2	10
Student-Parent problems	0	0	1	0	0	1
Transfer of spouse	6	4	0	5	0	15
Total	25	32	21	16	49	143

high school, high school, special education or administration according to the job patterns as depicted in Table 5.24. Table 5.26 reveals that for teachers classified as elementary and junior high school the most frequently cited reason for changing jobs was "desire to be closer to the city". High school teachers and administrators, on the other, cited acceptance of an "administrative posting" most frequently whereas special education teachers cited "transfer of spouse" more frequently than any other response as their reason for changing jobs.

Generally, elementary teachers were most likely to change positions because of a desire to be close to a city or the transfer of a spouse. Junior high school teachers tended to cite a desire to be close to a city and educational leave-taking. High school teachers moved to obtain administrative positions, to escape conflict with administrators and to be closer to a city. Special education teachers tended to change jobs as a result of the transfer of their spouses or educational leave-taking, whereas new administrative postings and a desire to be closer to a city were the most likely reasons given by administrators for occupational mobility.

Mean Locus of Control Scores by Job Patterns

Table 5.27 depicts locus of control means for each of the fourteen job patterns that were identified and for the elementary, junior high, special education, high school and administration classifications that resulted from combining

TABLE 5.27

MEAN LOCUS OF CONTROL SCORES
BY JOB PATTERNS
(N=138)

Job Pattern	Mean I-E Score
A. Elementary (N=50)	10.8
1. E	8.2
2. 2 or more E	11.0
3. Se-E(or S)	8.3
4. E-SE-E(or S)	8.8
B. Junior High (N=27)	8.3
5. J	10.0
6. 2 or more J	7.0
7. J and H	9.2
C. Special Education (N=12)	8.3
8. J(or E or H)-SE	8.3
D. High School (N=31)	7.7
9. H	7.8
10. 2 or more H	7.6
11. E-H(or J)	7.7
E. Administration (N=19)	6.6
12. E-J(or H)-A	5.3
13. J(or H)-A	6.5
14. E(or J or H)-A-E(or J or H)	8.5
Total (138)	8.5

TABLE 5.28

MEAN NUMBER OF POSITIONS HELD BY JOB PATTERNS

Job Patterns (N=50)	Mean Number of Positions Held
A. Elementary (N=50)	2.10
1. E	1.00
2. 2 or more E	2.68
3. Se-E(or S)	2.00
4. E-SE-E(or S)	4.00
B. Junior High (N=27)	2.78
5. J	1.00
6. 2 or more J	3.43
7. J and H	3.39
C. Special Education (N=12)	2.92
8. J(or E or H)-SE	2.92
D. High School (N=31)	2.14
9. H	1.00
10. 2 or more H	3.13
11. E-H(or J)	2.89
E. Administration	4.05
12. E-J(or H)-A	3.25
13. J(or H)-A	4.00
14. E(or J or H)-A-E(or J or H)	5.00
Total (139)	2.57

various job patterns. Taken as a group, administrators had the lowest mean I-E score (6.6) and elementary teachers had the highest mean score (10.8).

Elementary teachers who had occupied two or more elementary positions (Pattern 2) had the highest external

score (X=11.0), whereas for junior high school teachers the highest external score (x=10.0) was held by those teachers who had not changed positions (Pattern 5). In the administration group, those people who left administrative positions to return to classroom (Pattern 14) were more external (x=8.5) than those who remained in administration (Patterns 13 and 14, x=5.3 and 6.5 respectively).

Number of Positions Held by Job Patterns

Table 5.28 reveals that those respondents who were identified as exhibiting administrative job patterns held more positions (x=4.05) than any other group. Within the administration group those respondents who came into administration from teaching positions and then returned to teaching positions (Pattern 14), held the largest number of positions. Teachers who exhibited elementary and high school job patterns occupied the fewest number of positions (2.10 and 2.14 respectively).

Short-term Career Plans

One hundred and eight of the 148 teachers surveyed stated that they were planning to remain in the same position for the next year. Table 5.29 shows that of the 40 who did not plan to continue in their present position 12 or 30.0 percent indicated that they would be teaching in a different school, 6 or 15.0 percent indicated they intended to change occupations, 5 or 12.5 percent indicated they would assume a new role in the same school and another 12.5 percent stated an intention to assume an administrative

position.

Long-term Career Plans

Table 5.30 reveals that the largest single percentage of respondents (27.7 percent) indicated an intention to remain in their present position until retirement. The next largest group (13.5 percent) stated that they intended to continue working as a classroom teacher in different schools until retirement. Other frequently mentioned responses included: change occupations (9.5 percent), become a homemaker (8.1 percent), serve as a resource person to teachers (7.4 percent) and move into school administration (6.8 percent).

Factors Affecting Occupational Mobility

Items 52-64 of the questionnaire asked respondents to react, using a four point likert scale which ranged from 1 (strongly disagree) to 4 (strongly agree), to a number of statements suggesting reasons why teachers change positions.

Table 5.31 shows that "desire to teach in an area of specialization" received the highest percentage of either agree or strongly agree responses (84.5 percent). Other statements that found wide support among respondents were: desire to travel and expand horizons (69.6 percent), transfer of spouse (62.1 percent), desire to teach a different grade level or program (70.9 percent), desire to work in a better community (63.5 percent) and desire for promotion (65.6 percent). Surprisingly those percentages did not change appreciably from those obtained when teachers not

TABLE 5.29

DISTRIBUTION OF TEACHERS NOT INTENDING TO REMAIN IN THEIR PRESENT POSITION BY SHORT-TERM PLANS
N=40

Short Term Plan	Number	Percentage
New role in same school	4	12.5%
Retirement	1	2.5
Homemaking	2	5.0
School administration	5	12.5
Returning to university	3	7.5
Changing occupations	6	15.0
Teaching in a different school	12	30.0
Other	6	15.0
Total	40	100.0

TABLE 5.30

DISTRIBUTION OF TEACHERS BY LONG-TERM CAREER PLANS

Long-term career plans	Number	Percentage
Continue working as a classroom teacher in my present position until retirement	41	27.7%
Continue working as a classroom teacher in different schools until retirement	20	13.5
Serve as a resource person to teachers	11	7.4
Move into school administration	10	6.8
Continue working as a school administrator until retirement	08	5.4
Teach at a post-secondary institution	10	6.8
Change occupations	14	9.5
Become a homemaker	12	8.1
Other and no response	22	14.9
Total	148	100.1

TABLE 5.31

PERCENTAGE DISTRIBUTION OF AGREEMENT VERSUS DISAGREEMENT WITH STATEMENTS REGARDING REASONS FOR TEACHER MOBILITY

Factor Cited	Strongly Disagree	Disagree	Agree	Strongly Agree	No Resp.	Total
Transfer of spouse	19.6%	15.5%	23.6%	38.5%	2.8%	100.0%
Desire to travel	6.8	22.3	49.3	20.3	1.3	100.0
Desire to teach in an area of specialization	4.7	9.5	58.8	25.7	1.3	100.0
Desire to teach a different grade level or program	6.8	21.6	54.7	16.2	0.7	100.0
Desire to work in a better community	9.5	25.7	43.9	19.6	1.3	100.0
Desire for promotion	4.7	27.7	42.6	23.0	2.0	100.0
Reluctance of school boards to hire administrators from within the system	19.6	48.0	20.9	8.8	2.7	100.0
Desire to work with a more congenial staff	15.5	35.1	37.2	10.8	1.4	100.0
Desire to work in or close to a city	22.3	26.4	36.5	14.2	0.6	100.0
Change of occupation to homemaking	31.8	28.4	27.0	9.5	3.3	100.0
Conflict with administration	11.5	29.1	45.9	12.8	0.7	100.0
Lack of community support for education	10.8	41.2	38.5	8.8	0.7	100.0

intending to move were excluded from the analysis.

On the other hand respondents tended to disagree with the statement that school boards are reluctant to hire administrators from within the system (67.6 percent). Respondents also disagreed with the statement that they would give up teaching for homemaking (60.2 percent). Further analysis of the latter statement, however, indicated that only 41.3 percent of females disagreed that they would substitute homemaking for teaching as compared with 94.3 percent for males. This would tend to confirm previous research by Mason (1964) which indicates that women are less committed to the teaching career than are men.

Obstacles to Career Aspirations

Respondents were asked to identify two obstacles that were likely to prevent them from achieving their career aspirations. Table 5.32 reveals that the two most frequently mentioned obstacles were "family obligations" (20.4 percent) and "unwillingness to move" (18.7 percent). These two reasons along with "competition for a limited number of positions" and "limited educational roles outside of teaching" accounted for 70.2 percent of all responses.

TABLE 5.32

PERCENTAGE FREQUENCIES OF OBSTACLES TO CAREER ASPIRATION

Obstacles to Career Aspirations	Frequency	Percentage
Failing health	12	5.3
Limited educational roles outside of teaching	32	14.2
Family obligations	46	20.4
Inability or unwillingness to improve my qualifications	14	6.2
Unwillingness to move from my present community	42	18.7
Lack of support from my spouse	06	2.7
Severe competition for a limited number of positions.	38	16.9
Lack of self-confidence	18	8.0
Other	17	7.6
Total	225	100.0

6. ANALYSIS OF RESEARCH HYPOTHESES

6.1 Career Patterns

In order to test the general hypothesis (H_1) which stated that the career of teaching represents a vehicle for intergenerational mobility for children from low socio-economic backgrounds, frequency and percentage tabulations were calculated for responses to the following questions:

9. Please indicate your parents' occupations at the time you graduated from high school?

   Father

   __(1) Professional, technical or kindred worker

   __(2) Manager, official or proprietor (except farm)

   __(3) Sales worker

   __(4) Clerical and kindred workers

   __(5) Craftman, foreman and kindred workers

   __(6) Operator and kindred worker

   __(7) Service worker (excluding private household)

   __(8) Farmer or farm manager

   __ 9) Farm laborer or farm foreman

   __(10) Household worker

   __(11) Laborer (excluding farm and mine)

10. What was your father's highest educational attainment?

   __(1) Gr. 0-3

   __(2) Gr. 4-8

__(3) Gr. 9-12

__(4) Trade or technical school graduate

__(5) College graduate

__(6) Post graduate degree

12. Which of the following statements best describes your perception of your social status relative to that of your parents?

__(1) Quite a bit lower than the status of my parents.

__(2) Somewhat lower than the status of my parents.

__(3) About equal to the status of my parents.

__(4) Somewhat higher than the status of my parents.

__(5) Quite a bit higher than the status of my parents.

Since a child's socio-economic status (SES) is largely determined by the father's occupation and level of education (Crites, 1969; 230), it follows that the matter of intergenerational mobility can be judged by determining the education and occupational level of respondents' fathers and comparing this to the educational and occupational level that has been achieved by respondents. Therefore, the general hypothesis (H_1) was subdivided into two subordinate hypothesis:

H1a The majority of teachers come from homes where the father's occupation was farmer, manager or craftsman.

H1b The majority of teachers come from homes where the father's level of education was grade twelve or lower.

6.1.1 Father's Occupation

6.1.1.1 Findings

As already reported in Table 5.4, 103 respondents (69.6 percent) indicated that their father's occupation was either farmer (48.6 percent), manager (14.9 percent) or craftman (6.1 percent) and only 11.5 percent of respondents listed their father's occupation as "professional or technical worker".

6.1.1.2 Conclusion

The majority of teachers (88.5 percent) came from families where the father's occupation was ranked below that of professional or technical on Duncan's Rating Scale (1975).

Using this scale it is apparent that respondents have tended to improve their level of SES over that of their parents when occuaption is used as criterion for determining SES.

6.1.2 Father's Level of Education

6.1.2.1 Findings

As already reported in Table 5.7, the largest single group of respondents (N=62) listed their father's level of education as grade 4 to 8. A total of 122 respondents (82.5 percent) indicated their father's level of education was grade 12 or lower. Another 13 respondents (8.8 percent)

reported that their fathers were graduates of technical shcools and only 8.8 percent of teachers indicated that their fathers had obtained a university degree.

6.1.2.2 Conclusion

The majority of teachers (91.2 percent)--95.0 percent of whom have earned university degrees, came from homes where the father's level of education was less than that of a university degree.

In general, teachers have tended to improve their level of SES as compared to that of their parents when level of education is used as the criterion.

6.1.3 Teachers' Perceived Level of Socio-Economic Status as Compared to That of their Parents

Questionnaire Item 12 asked respondents to compare their level of SES to that of their parents. As already reported in Table 5.10 only 5.4 percent of teachers perceived their SES to be lower than that of their parents, whereas 45.9 percent perceived their SES to be higher than that of their parents. Forty-nine percent felt their SES was "about equal" to that of their parents.

Generally speaking, teachers perceived their social status to be equal to or greater than that of their parents. These perceptions tend to support the findings (based on occupation and level of education) that teachers have achieved intergenerational mobility. It is noteworthy,

however, that teachers' perceptions of their improved SES are actually lower than would be expected from a comparison of their occupational and educational levels with those of their father's.

6.2 Occupational Mobility

To test the hypothesis (H_2) which stated that a correlation exists between occupational mobility and the desire for promotion and the desire to live in a better community, the SPSS subprogram CROSSTABS was utilized to determine if respondents cited desire for promotion and desire to live in a better community more often than would be expected on a chance basis as reasons for changing positions. A total of 229 position changes were reported by respondents; however, for the purposes of this analysis those respondents who listed "other" reasons for job changes were deleted. Also reasons 5 and 6 on questionnaire Item 79 (Reasons for Job Change) were combined to indicate a desire to move to a better community and reasons 7 and 8 were combined to indicate a desire for promotion or advancement.

6.2.0.1 Findings

Table 6.1 reveals that desire to live in a better community was cited by 42 or 30.2 percent of teachers as the reason for changing positions and desire for promotion was cited by another 37 or 26.6 percent of teachers. Taken together these two reasons accounted for 56.8 percent of all

TABLE 6.1

REASON FOR JOB CHANGES
BY NUMBER OF POSITIONS HELD

(N=139)

Number of Positions	Board Dismissal	Maternity Leave	Educational Leave	Conflict with Admin.	Better Community	Promotion	Changed Occupations	Transfer of Spouse	Total
2	N = 3 (%)=(2.2)	3 (2.2)	2 (1.4)	1 (0.7)	8 (5.8)	13 (9.4)	1 (0.7)	5 (3.6)	36 (25.9)
3	N = 0 (%)=(0.0)	1 (0.7)	4 (2.9)	3 (2.2)	11 (7.9)	6 (4.3)	3 (2.2)	4 (2.9)	32 (23.0)
4	N = 0 (%)=(0.0)	0 (0.0)	7 (5.0)	1 (0.7)	16 (10.8)	5 (3.6)	0 (0.0)	1 (0.7)	29 (20.9)
5 or more	N = 0 (%)=(0.0)	0 (0.0)	9 (6.5)	2 (1.4)	8 (5.8)	13 (9.4)	6 (4.3)	4 (2.9)	42 (30.2)
	N = 3 (%)=(2.2)	4 (2.9)	22 (15.8)	7 (5.0)	42 (30.2)	37 (26.6)	10 (7.2)	14 (10.1)	139 100.0

the reasons that were offered by respondents for job changes. The only other reason offered that accounted for a large percentage of teacher mobility was "educational leave". This reason was cited for 22 (15.8 percent) job changes.

Table 6.1 also reveals that changing positions as a result of a promotion is more prevalent for teachers who are in their 2nd position and for those in their 5th or more position. Changing jobs because of a desire to move to a better community, on the other hand, was more likely to be a consideration when a teacher was moving into his third or fourth position. It was also revealed that the likelihood of educational leave increased with the number of positions one has held -- 6.5 percent of respondents who had held 5 or more positions gave educational leave as a reason for changing jobs as compared with only 1.4 percent for respondents who had held 2 positions.

To determine the statistical significance of these results, SPSS subprogram CROSSTABS was utilized. The results of this analysis were: $\chi^2=39.32$, df=21, p=.009.

6.2.0.2 Conclusion

The relationship between occupational mobility and desire for promotion and desire to live in better communities was found to be significant at the .05 level of confidence.

In general, analysis of the data revealed that teachers tend to change positions as a result of desire for promotion and desire to live in a better community. Educational leave was also found to be a frequently cited reason for leaving position.

6.3 Locus Of Control And Achievement

The general hypothesis (H_3) stated that: Internal teachers will report higher educational achievement than will external teachers.

This general hypothesis was subdivided into three subordinate hypotheses, namely:

H3a Level of educational attainment is negatively related to locus of control score.

H3b High school achievement is negatively related to locus of control score.

H3c University achievement is negatively related to locus of control score.

The hypothesized negative relationship between these variables and locus of control is necessary because of the nature of the Rotter (1966) I-E Scale. A high score on this scale indicates an external orientation; therefore, the hypotheses are actually predicting a positive correlation between internality (as evidenced by a low I-E Score) and high levels of educational attainment and achievement.

Overall achievement or level of educational attainment was assessed by item 45 which asked respondents to state their highest level of educational attainment. Academic achievement in high school and university were assessed by items 46 and 47 respectively.

To test H3a, H3b and H3c the SPSS sub-program PEARSON CORR, which summarizes the relationship between two discrete or dichotomous variables, was utilized. Pearson's r, in addition to showing the goodness of the fit of the linear regression as r approaches +1.0 or -1.0, also provides an easily interpreted measure of the strength of the relationship (r^2). In short, r^2 is a measure of the proportion of variance in one variable which is explained by the other variable (see SPSS, 1975; 279). This section presents the analysis of variance between locus of control and educational attainment, high school achievement and university achievement.

6.3.0.1 Findings

Table 6.2 shows that the observed Pearson r for locus of control, with the midgroup removed (i.e. those scoring between 7-10 on the I-E Scale) and each of the above mentioned variables was -.191, -.161 and -.035 respectively. These hypotheses were also tested with the midgroup included. The Pearson r values were -.175*, -.124 and -.037.

TABLE 6.2

BIVARIATE CORRELATIONS FOR LOCUS OF CONTROL SCORES AND ACHIEVEMENT VARIABLES

	Level of Educational Attainment		Level of High School Achievement		Level of University Achievement	
	r	r_s	r	r_s	r	r_s
Locus of Control	-.191*	.04	-.161	.03	-.035	.001

* $p<.05$

6.3.0.2 Conclusion

The hypothesized relationship between internality and level of educational attainment (H3a) was significant at the .05 level. However, the relationships between internality and high school achievement (H3b) and university achievement (H3c) were not significant at the .05 level of significance.

Since the PEARSON CORR indicated a significant relationship between internality and educational attainment (H3a) and a relationship in the hypothesized direction between internality and high school achievement (H3b) and internality and university achievement (H3b) further analysis, using SPSS subprogram CROSSTABS, was undertaken on all three hypotheses.

This program permits Chi-Square testing of a systematic relationship between two variables. This is done by comparing the expected cell frequencies with actual values

obtained. "The greater the discrepencies between the expected and actual frequencies the larger Chi-Square becomes" (Nie, 1975; 223).

6.3.1 Educational Attainment (H3b)

6.3.1.1 Findings

Table 6.3 shows that 4.3 percent of internals reported that they had obtained a Graduate Diploma. The equivalent percentage for externals was 2.2 percent. Eight percent of internals indicated that they had obtained a Master's Degree as compared with 3.3 percent for externals. More externals (42.4 percent) had obtained Bachelor's Degrees than had internals (38.0 percent).

To determine the statistical significance of these results SPSS subprogram CROSSTABS was utilized. The results of this analysis were: χ^2=2.440, df=3, significance = 0.4861. The corresponding results with the midgroup included were χ^2=4.9852, df=6, significance = 0.5457.

6.3.1.2 Conclusion

The relationship between level of educational attainment and locus of control score was not significant at the .05 level of confidence.

In general, internals were more likely to hold degrees beyond the bachelor's level than were externals, but the relationship between internality and educational attainment did not reach a statistically significant level (p=.05).

TABLE 6.3

PERCENTAGE OF INTERNALS AND EXTERNALS
BY HIGHEST DEGREE HELD
(N=92)

Locus of Control		None	Bachelor's Degree	Graduate Diploma	Master's Degree	Total
Internals	N=	1	35	4	7	47
	%=	(1.1)	(38.0)	(4.3)	(7.6)	(51.0)
Externals	N=	1	39	2	3	45
	%=	(1.1)	(42.4)	(2.2)	(3.3)	(49.0)
Total		2 (2.2)	N = 74 (%)=(80.4)	6 (6.6)	10 (11.1)	92 (100.0)

6.3.2 High School Achievement (H3b)

6.3.2.1 Findings

Table 6.4 reveals that 18.7 percent of internals reported honors or above average achievement in high school as compared with 24.2 percent for externals. Similarly, more internals (30.8 percent) reported average achievement when compared with externals (24.2 percent). These findings contradict several studies that found achievement and internality to be positively related.

TABLE 6.4

PERCENTAGE OF INTERNALS AND EXTERNALS
BY LEVEL OF HIGH SCHOOL ACHIEVEMENT
(N=91)

Locus of Control	Below Average	Above Average	Average	Total
Internals	N= 1	17	28	45
	%= (1.1)	(18.7)	(30.8)	(50.5)
Externals	N= 1	22	22	44
	%= (1.1)	(24.2)	(24.2)	(49.5)
Total	N= 2	39	50	91
	(%)=(2.2)	(42.9)	(54.9)	(100.0)

To determine the statistical significance of these results SPSS subprogram CROSSTABS was utilized. The results of this analysis were: χ^2=1.350, df=2, significance=0.5091. The corresponding result with the midgroup included were: χ^2=1.451, df=4, significance=0.8354.

6.3.2.2 Conclusion

There was no significant difference at the .05 level of confidence in the level of educational attainment of internals and externals. In general, level of educational achievement in high school was not found to be related to locus of control score.

6.3.3 University Achievement (H3c)

6.3.3.1 Findings

Table 6.5 depicts the level of university achievement for internals and externals. It reveals that 22.5 percent of externals reported above average achievement as compared with 18.0 percent for internals and that 27.0 percent of

externals reported average or below average achievement as compared with 32.6 percent for internals.

To determine the statistical significance of these results SPSS subprogram CROSSTABS was utilized. The results of this analysis were: χ^2=0.9050, df=1, significance = 0.4621. The corresponding results with the midgroup included were: χ^2=1.6517, df=2, significance = 0.4379.

6.3.3.2 Conclusion

The relationship between reported university achievement and locus of control score was not significant at the .05 level of confidence.

In general, the CROSSTABS or Chi Square analysis of the relationship between locus of control and university achievement did not support the hypothesized relationship between internality and achievement.

6.4 Locus Of Control And Level Of Aspiration

The general hypothesis (H_4) stated that: Rotter's Locus of control score is negatively related to level of career aspiration.

This general hypothesis was subdivided into three subordinate hypotheses:

H4a Administrators are significantly (p=.05) more internal than classroom teachers.

H4b Special assignment teachers are significantly (p=.05) more internal than classroom teachers.

TABLE 6.5

PERCENTAGE OF INTERNALS AND EXTERNALS
BY LEVEL OF UNIVERSITY ACHIEVEMENT
(N=89)*

Locus of Control		Honors or Above Average	Average or Below Average	Total
Internal	N =	16	29	45
	(%)=	(18.0)	(32.6)	(50.6)
External	N =	20	24	44
	(%)=	(22.5)	(27.0)	(49.4)
Total	N =	36	53	89
	(%)=	(40.4)	(59.6)	(100.0)

* Three responses were unuseable.

H4c Teachers who aspire to be administrators are significantly (p=.05) more internal than teachers who plan to work in other teaching and non-teaching positions.

6.4.1 Present Position

To determine if administrators (H4a) and special assignment teachers (H4b) (i.e. those acting as counselors, resource room teachers, teacher librarians, etc.) were significantly more internal than classroom teachers, respondents were divided into three groups, namely: teachers, administrators and special assignment teachers. The SPSS subprogram ANOVA was then utilized to determine if

there were significant differences in the mean locus of control scores between any of the groups.

6.4.1.1 Findings

Table 6.6 shows the mean I-E scores, standard deviations, F Ratio and F Probability that was obtained from this analysis. It should be noted that the midgroup (i.e. those respondents scoring between 7 and 10 on the I-E Scale) was again excluded from this analysis.

The one-way analysis of variance (ANOVA) resulted in values of statistical significance when respondents were grouped by position (F Ratio = 3.96, $p<.02$). The Scheffe procedure set at 0.100 revealed that administrators differed significantly from classroom and special assignment teachers on their I-E scores. It is interesting to note that special assignment teachers were slightly more internal than administrators (mean score = 5.33 as compared with 5.36 for administrators), however, because of the small number (N=5) of special assignment teachers, this mean score did not attain significance.

This hypothesis was also tested with the midgroup included. The results were: F Ratio = 2.719, F Prob. = N.S.

6.4.1.2 Conclusions

The mean locus of control score for administrators was significantly different from that of classroom and special assignment teachers. The mean score of special assignment teachers differed very little from that of administrators

TABLE 6.6

ONE-WAY ANALYSIS OF VARIANCE ON POSITION OF TEACHERS WITH LOCUS OF CONTROL (N=91)

Groups	N	Mean I-E Score	Standard Deviation	F-Ratio	F-Probab.
1. Teachers	74	9.16	5.17		
2. Administrators	11	5.36	3.98	3.96	.02*
3. Special Assignment Teachers	06	5.33	4.89		

Scheffe Procedure: Group 2 significantly different at the 0.100 level.

* significant at the .05 level of confidence

but failed the significance test (p=.05), largely as a result of the small number of respondents in this category.

Generally, it appears that internality is related to the position that an educator holds with administrators and special assignment teachers tending to be internal and classroom teachers tending to be external.

6.4.2 Future Aspirations

In order to determine if respondents who aspired to hold administrative positions were significantly more internal than respondents whose aspirations were to be classroom teachers or work at other teaching and non-teaching jobs, a one-way analysis of variance (ANOVA)

was again utilized.

6.4.2.1 Findings

Table 6.7 shows the mean I-E scores, standard deviations, F Ratio and F Probability that was obtained from this one-way analysis of variance.

The hypothesized relationship between internality and teachers aspiring to administrative positions was also tested with the midgroup included. The results of this testing were as follows: F Ratio=1.535, p=N.S.

6.4.2.2 Conclusions

The mean I-E score for respondents who plan to be administrators was not significantly different from that for respondents who plan to teach or engage in other teaching and non-teaching jobs.

In general, teachers who aspire to be administrators tend to be more internal than teachers who do not aspire to be administrators. However, this difference is not significant at the .05 level of confidence.

6.5 Locus Of Control And Satisfaction With Opportunities For Career Development In Teaching

The general hypothesis (H_s) stated that: Internal teachers are more satisfied with career opportunities in teaching than are externals. This general hypothesis was subdivided into six subordinate hypotheses, namely:

TABLE 6.7
ONE-WAY ANALYSIS OF VARIANCE ON ASPIRATIONS
OF TEACHERS WITH LOCUS OF CONTROL
(N=88)

Groups	N	Mean I-E Score	Standard Deviation	F-Ratio	F-Probab.
1. Teaching School	38	8.63	5.59		
2. Administration	10	5.60	3.69	1.479	0.2336
3. Other	40	8.40	4.84		

H5a Internals will have significantly lower scores than externals on the perceived need for "staging" in the teaching career.

H5b Internals will have significantly higher scores than externals on perceptions concerning the opportunities for promotion in teaching.

H5c Internal teachers will have significantly lower scores than external teachers in their belief that it is difficult for classroom teachers to maintain high levels of enthusiasm and commitment.

H5d Internal teachers will have significantly lower scores than external teachers in their belief that administrators prevent teachers from obtaining the intrinsic rewards of teaching.

H5e Internal teachers will have significantly higher scores than externals on their overall satisfaction

with opportunities for career development in teaching.

H5f Internal teachers will have significantly higher feelings of satisfaction with the prospect of teaching until retirement than will external teachers.

Hypotheses H5a, H5b, H5c and H5d were tested using the SPSS subprogram T-TEST. This program tests "the significance of the difference in the means of a pair of variables, each measured across the same number of cases (and)...is appropriate for independent variables which are nominal, ordinal or interval provided that they are classified into a limited number of set groups and dependent variables which are continuous or discrete" (Nie, 1975; 249). In this case, the independent variable was locus of control score and the dependent variables were: desire for career staging, opportunities for promotion, maintenance of commitment and enthusiasm, and administrative interference.

Table 6.8 reveals the mean scores and standard deviations for the questionnaire items that were employed to measure each of these variables. The mean scores varied from a low of 2.19 to a high of 3.09 on a four point likert-type scale indicating that teachers generally expressed dissatisfication with the opportunities for career development in teaching.

Table 6.9 indicates that 75.0 percent of respondents agreed that there was a need for greater staging in the

TABLE 6.8

MEANS OF CAREER SATISFACTION VARIABLES
(N=148)

Item	Mean	Standard Deviation
65. The teaching career should be "staged".....	3.007	.837
66. There is little opportunity for promotion in teaching.	2.878	.784
67. It is almost impossible to maintain a high level of commitment and enthusiasm....	2.223	.902
68. Administrators often limit... (opportunities) for obtaining the intrinsic rewards of teaching.	2.388	.707

TABLE 6.9

PERCENTAGE DISTRIBUTION OF TEACHERS' RESPONSES TO THE SATISFACTION VARIABLES
(N=148)

Category	Satisfaction Variables (by number) 65	66	67	88
1. Stongly Disagree or Disagree	25.0%	31.1%	63.5%	62.1%
2. Agree or Stongly Agree	75.0	68.9	36.5	37.9
Missing		.7		.7
TOTAL	100.0%	100.0%	100.0%	100.0%

teaching career and 68.9 percent agreed that there was little opportunity for promotion. Similarly, 63.5 percent of respondents felt that it was impossible to maintain a high level of enthusiasm and commitement if one were solely a classroom teacher and 62.1 percent felt that administrators prevent teachers from obtaining the intrinsic rewards of teaching.

6.5.1 Staging (H5a)

6.5.1.1 Findings

Table 6.10 shows the mean scores, degrees of freedom, T values and two-tailed probability scores for internals and externals with regard to desire for greater staging in the teaching career.

TABLE 6.10

T-TEST ANALYSIS OF I-E SCORES
WITH REGARD TO DESIRE FOR STAGING

Group	No. of Cases	Mean	Pooled Variance Estimate T-Value	DF	2-Tail Prob.
Internals	47	2.87	-0.23	90	0.819
Externals	45	2.91			

6.5.1.2 Conclusion

The T-test analysis revealed that internals were not significantly different from externals at the .05 level of confidence on their desire for greater staging in the teaching career.

6.5.2 Promotion (H5b)

6.5.2.1 Findings

Table 6.11 shows the mean scores, degrees of freedom, T values and two-tailed probability scores for internals and externals with regard to opportunities for promotion in teaching.

TABLE 6.11

T-TEST ANALYSIS OF I-E SCORES
WITH REGARD TO OPPORTUNITIES FOR PROMOTION

Group	No. of Cases	Mean	Pooled Variance Estimate T-Value	DF	2-Tail Prob.
Internals	46	2.63	-2.91	89	0.005*
Externals	45	3.09			

* $p \leq .05$

TABLE 6.12

T-TEST ANALYSIS OF I-E SCORES
WITH REGARD TO COMMITMENT AND ENTHUSIASM

Group	No. of Cases	Mean	Pooled Variance Estimate T-Value	DF	2-Tail Prob.
Internals	47	2.19	-0.76	90	0.447
Externals	45	2.33			

6.5.2.2 Conclusion

The T-test analysis revealed that internals were significantly different from externals at the .05 level of confidence with regard to their assessment of the opportunities for promotion in teaching.

In general, internals tend to be less dissatisfied than externals with regard to the lack of opportunities for promotion in teaching.

6.5.3 Commitment and Enthusiasm (H5c)

6.5.3.1 Findings

Table 6.12 shows the mean scores, degrees of freedom, T values and two-tailed probability scores for internals and externals with regard to the ability of classroom teachers to maintain high levels of commitment and enthusiasm.

6.5.3.2 Conclusion

The T-test analysis revealed that internals did not differ significantly from externals with regard to their belief that classroom teachers have difficulty in maintaining high levels of commitment and enthusiasm.

In general, internals were less inclined than externals to agree that maintaining a high level of commitment and enthusiasm was almost impossible if one were solely a classroom teacher; however, this difference did not reach a level of statistically significance (p=.05).

6.5.4 Administrative Interference (H5d)

6.5.4.1 Findings

Table 6.13 shows the mean scores, degrees of freedom, T values and two-tailed probability scores for internals and externals with regard to the belief that administrators limit the intrinsic rewards of teaching.

TABLE 6.13

T-TEST ANALYSIS OF I-E SCORES
WITH REGARD TO ADMINISTRATIVE INTERFERENCE

Group	No. of Cases	Mean	Pooled Variance Estimate T-Value	DF	2-Tail Prob.
Internals	46	2.34	-1.04	89	0.300
Externals	45	2.53			

6.5.4.2 Conclusion

The T-test analysis revealed that internals were not significantly different from externals regarding their assessment that administrators interfere with the intrinsic rewards of teaching.

In general, internals were less inclined than externals to agree that administrators interfered with the intrinsic rewards of teaching; however, their scores did not reach a level of statistical significance ($p=.05$).

6.5.5 Overall Satisfaction With Opportunities for Career Development (H5e)

Question 84 which asked respondents, "Are you satisfied with the opportunities that exist for your career development within the teaching profession", was intended to provide an overall assessment of satisfaction with career possibilities in teaching, and therefore, constituted another variable with which to test H_5.

Since this variable was categorical in nature, SPSS subprogram CROSSTABS was utilized in its analysis.

6.5.5.1 Findings

Table 6.14 reveals that 74.4 percent of internals indicated that they were satisfied with opportunities for career development and 25.6 percent indicated dissatisfaction. Fifty-eight percent of externals, on the other hand, indicated satisfaction and 42.1 percent stated

that they were not satisfied with the opportunities that existed for career development in teaching.

To determine the statistical significance of these results, the SPSS subprogram CROSSTABS was utilized: $\chi^2=2.48$, df=1, p=.12.

6.5.5.2 Conclusion

The relationship between internality and overall satisfaction with opportunities for career development was not significant at the .05 level of confidence.

In general, the analysis of data revealed that internals tended to be more satisfied with opportunities for career development than were externals. However, this difference was not statistically significant at the .05 level of confidence.

6.5.6 Long-Term Feelings of Satisfaction Versus Dissatisfaction With the Prospect of Teaching Until Retirement (H5f)

In order to investigate the relationship between internality and feelings of satisfaction with teaching until retirement, the SPSS subprogram CROSSTABS was utilized to analyse the responses of teachers to item 84. For the purposes of this analysis responses were collapsed by combining statements 1, 2, 5 and 8 to indicate long-term "satisfaction" and statements 3, 4, 6 and 7 to indicate long-term "dissatisfaction".

TABLE 6.14

PERCENTAGES OF INTERNALS AND EXTERNALS BY SATISFACTION WITH CAREER OPPORTUNITIES IN TEACHING

	Satisfied		Dissatisfied		Row Total
	N	%	N	%	
Internals	32	74.4	11	25.6	43
Externals	22	57.9	16	46.9	38
Column Totals	54	-	27	-	81

6.5.6.1 Findings

Table 6.15 indicates that 80 (61.5 percent) respondents revealed long-term feelings of dissatisfaction with teaching until retirement and only 50 (38.5 percent) revealed long-term satisfaction. Of those who expressed long-term satisfaction with teaching, 31 were classed as internals and 19 as externals.

The results obtained from the SPSS subprogram CROSSTABS for the analysis of this data were as follows: $\chi^2=3.06$, df=1, p=.08.

6.5.6.2 Conclusions

The relationship between internality and long-term feelings of satisfaction with teaching until retirement was not significant at the .05 level of confidence.

In general, the analysis of data revealed that findings were in the hypothesized direction but failed to reach the .05 level of confidence.

TABLE 6.15

PERCENTAGES OF INTERNALS AND EXTERNALS BY LONG-TERM FEELINGS OF SATISFACTION WITH TEACHING (N=230)*

		Long-Term Satisfaction	Long-Term Dissatisfaction	Total
Internals	N =	31	37	68
	(%)=	(23.8)	(28.5)	(52.3)
Externals	(N)=	19	43	62
	(%)=	(14.6)	(33.1)	(47.7)
Total	N =	50	80	230
	(%)=	(38.5)	(61.5)	(100.0)

*Respondents were permitted to check more than one response on Item 84, therefore N > 148.

7. POST HOC ANALYSIS

During analysis of the hypothesized relationship between locus of control and the level of achievement, aspirations and satisfaction with opportunities for career development that exist in the teaching career, two variables surfaced that appeared to account for differences in the locus of control, level of aspiration, present position and future plans of respondents. This chapter examines firstly the statistical significance of one's sex to selected career variables and secondly, the relationship between desire for more staging in the teaching career and desire for occupational mobility and promotion.

7.1 Sex Of Respondent

A general hypothesis (H_6) and five sub-hypotheses were formulated to serve as a guide in exploring the relationship of sex to selected career variables:

H_6 There are significant differences between females and males with regard to locus of control, position held, desire for promotion and satisfaction with career development in teaching.

H6a Males are significantly more internal than females.

H6b Females hold a significantly larger number of elementary teaching positions than do males.

H6c Females will score significantly lower on desire for promotion than will males.

H6d Females are significantly more satisfied with opportunities for career development than are males.

H6e Females are significantly more content with the prospect of teaching until retirement than are males.

7.1.1 Relationship of Sex and Locus of Control (H6a)

Research related to sex differences on the I-E scale is difficult to summarize since many studies fail to report separate means for males and females. Rotter (1966) found slight sex differences on I-E scores. Feather (1967) found relatively high external scores among young female undergraduates as compared to males. Joe (1971) in an extensive summary of research on the I-E construct concluded that sex differences appear to influence locus of control beliefs. Phares (1978) found that early research on sex differences in I-E scores did not support the existence of same, but that recent findings suggest small differences in the direction of externality in women. Kachel (1979) found that I-E scores were related to the sex-role identity of women, that is external subjects tended to be significantly more femine than internal subjects.

As reported previously, a significant difference at the .05 level of confidence was found on the mean locus of control scores of administrators and teachers. Generally, administrators tended to be more internal than teachers. However, it was noted by the researcher that 15 of the 16

administrators who participated in this study were male. Consequently, the SPSS subprogram T-TEST was utilized to determine if males and females were significantly different at .05 level of confidence on Rotter's I-E scale.

7.1.1.1 Findings

Table 7.1 shows the mean I-E scores, degrees of freedom, T values and two-tailed probability scores for male and female respondents.

TABLE 7.1

T-TEST ANALYSIS
OF MALE-FEMALE I-E SCORES
(N=147)

Group	No. of Cases	Mean	Pooled Variance Estimate T-Value	DF	2-Tail Prob.
Male	71	7.18	-3.46	145	.001*
Female	75	9.47			

p≤.05

7.1.1.2 Conclusion

T-test analysis of the I-E scores for males and females revealed that males were significantly more internal than females (t=-3.46, p=≤.001).

7.1.2 Relationship Between Sex and Present Position (H6b)

In order to investigate the relationship between the sex of respondents and their present position, the SPSS subprogram CROSSTABS was utilized.

7.1.2.1 Findings

Table 7.2 reveals that 54 or 38.0 percent of respondents held elementary teaching positions. Forty-six (32.4 percent of respondents) were females whereas only 8 (5.6 percent) were males. Junior high school and special education teachers tended to be more evenly drawn from the two sexes. Of the 16 respondents who held administrative positions, 15 were males and only one was female. Similarly males occupied 31 of the 42 high school positions.

Chi Square analysis of these findings provided the following results: $\chi^2=49.04$, df=4, p=.001.

7.1.2.2 Conclusion

The relationship between a respondent's sex and teaching position was significant at the .05 level of confidence.

In general, females tend to occupy elementary and special education positions, whereas males predominate in high school and administration. Junior high school positions tend to be equally divided between the two sexes.

TABLE 7.2

PERCENTAGE OF MALES AND FEMALES
BY PRESENT POSITION
(N=142)

	Elementary	Junior High	Special Education	High School	Admin.	Totals
Male	N = 8 (%)=(5.6)	11 (7.7)	4 (2.8)	31 (21.8)	15 (10.6)	69 (48.6)
Female	N =46 (%)=(32.4)	9 (6.3)	6 (4.2)	11 (7.7)	1 (0.7)	73 (51.4)
Total	N =54 (%)=(38.0)	20 (14.1)	10 (7.0)	42 (29.6)	16 (11.3)	142 (100.0)

7.1.3 Relationship between Sex and Desire for Promotion (H6c)

In order to determine if males and females differed significantly with regard to desire for promotion, a T-test analysis was utilized.

7.1.3.1 Findings

Table 7.3 reveals the mean scores, degrees of freedom, T values and two-tailed probability scores for male and female respondents.

TABLE 7.3

T-TEST ANALYSIS OF MALE-FEMALE
DESIRE FOR PROMOTION SCORES
(N=145)

Group	No. of Cases	Mean	Pooled Variance Estimate T-Value	DF	2-Tail Prob.
Male	71	2.89	0.45	143	0.651
Female	74	2.82			

7.1.3.2 Conclusion

T-test analysis of the mean male-female desire for promotion scores revealed that male and female respondents did not differ significantly (p=.05) in their desire for promotion (t=0.45, p=n.s).

In general, the sex of respondents was not found to be a significant predictor of their desire for promotion.

7.1.4 Relationship between Sex and Career Satisfaction (H6d)

In order to investigate the relationship between sex and career satisfaction, responses to the career satisfaction (Questionnaire items 65 to 68 and item 85) were analyzed using the SPSS subprogram T-TEST after respondents were grouped according to sex.

7.1.4.1 Findings

Table 7.4 shows the mean scores, degrees of freedom, T values and two-tailed probability scores for male and female respondents on each of the career satisfaction variables.

TABLE 7.4

T-TEST ANALYSIS OF MALE-FEMALE CAREER SATISFACTION SCORES

Item	Group	No. of Cases	Mean	Pooled Variance Estimate T-Value	DF	2-Tail Prob.
65	Male	72	3.00	-0.10	146	0.92
	Female	76	3.01			
66	Male	72	2.78	-1.52	145	0.13
	Female	75	2.97			
67	Male	72	2.42	2.59	146	0.01*
	Female	76	2.04			
68	Male	71	2.42	0.58	145	0.56
	Female	76	2.36			
85	Male	60	1.28	-0.13	126	0.89
	Female	68	1.29			

* Significant at the .05 level of confidence.

7.1.4.2 Conclusion

T-test analysis of the career satisfaction mean scores for males and females revealed that females were more

satisfied than males (as indicated by their lower mean scores) on item 67 -- maintenance of a high level of commitment and enthusiasm, and item 68 -- administrative interference in the intrinsic rewards of teaching. This difference reached a level of statistical significance ($p=.05$) in the case of the commitment -- enthusiasm variable ($t=2.59$, $p=\leq.01$).

Males, on the other hand, were more satisfied than females on item 65 (amount of staging in the teaching career), item 66 (opportunity for promotion), and item 85 (overall satisfaction with opportunities for career development in teaching). However, these differences failed to reach a confidence level of .05.

In general, female respondents are more satisfied than males with the degree of commitment and enthusiasm that can be maintained when one is solely a classroom teacher.

7.1.5 Relationship Between Sex and Satisfaction with Regard to Teaching until Retirement (H6e)

In order to investigate the relationship between sex and long-term satisfaction with teaching, the SPSS subprogram CROSSTABS was utilized to analyze the results obtained from item 84 which asked, "Which of the following statements best describes your feelings as you consider the years between now and retirement?". For the purposes of this analysis, questionnaire responses were collapsed in the same manner as for the analysis conducted for Table 6.11.

7.1.5.1 Findings

Table 7.5 reveals that of the 82 respondents who expressed long-term feelings of satisfaction with teaching until retirement, 52 or 63.4 percent were female and 30 or 36.6 percent were male. On the other hand, respondents who expressed dissatisfaction with teaching until retirement (N-124) were almost equally divided between the sexes.

TABLE 7.5

PERCENTAGE OF MALES AND FEMALES
BY LONG-TERM FEELINGS OF SATISFACTION WITH TEACHING
(N=206)*

	Long-Term Satisfaction	Long-Term Dissatisfaction	Total
Male	N = 30 (%)=(36.6)	63 (50.8)	93 (45.1)
Female	N = 52 (%)=(63.4)	61 (49.2)	113 (54.9)
Total	N = 82 (%)=(39.8)	124 (60.2)	206 (100.0)

* Since respondents were permitted to check more than one response, the number of respondents was greater than 148.

The results obtained from the SPSS subprogram CROSSTABS for the analysis of this data were as follows: $\chi^2=4.03$, df=1, p=.04.

7.1.5.2 Conclusion

The relationship between sex and long-term satisfaction with teaching until retirement was found to be significant at the .05 level of confidence.

Generally, females were more satisfied than males with the prospect of teaching until retirement.

7.2 Staging In The Teaching Career

A number of authors have argued that the teaching career is "flat" and lacks the career "stages" that are found in other occupations.

Bush (1970) has noted that the career line for elementary and secondary teachers is flat in comparison with that of the college or university teacher who may move from teaching assistant or instructor to associate professor and finally to full professor. The absence of such a career line for elementary and secondary school teachers means that a teacher with twenty-five years of experience has no more status than the teacher of five years experience.

Cory (1970) extends this concept by arguing that the teaching profession must abandon its equality theory and accept the fact that there must be categories of specialization and competence within teaching if there is to be a path of advancement other than that of administration and supervision.

Awender (1978) contends that a new phenomenon facing education today is the lack of possiblilities for promotion. This problem is largely the result of the fact that many principals are between thirty-five and forty-five years of age and, therefore, will probably be in their present position for at least another fifteen years. Since the possibilities of advancement to higher administrative positions is greatly diminished he wonders what will replace the motivation and morale lift that is associated with promotion.

Lortie (1975) contends that administrative assignments, even at the principalship level, effectively remove one from a career in teaching. This view found support in a recent study by Cassara (1979) which found that female professors working in German universities do not regard administrative positions as being at the top of the career ladder for academics but on a different career ladder altogether.

Allison and Renihan (1977) point out that four hierarchical levels of instruction may be distinguished at the university level. However, teachers in elementary and secondary schools who wish to advance are forced to become either administrators or specialists who offer aide to classroom teachers. Both, to varying degrees, remove one from instructional tasks and require that one assume administrative responsibilities.

7.2.1 Staging of the Teaching Career

In order to test the hypothesis that teachers attempt to stage their careers by seeking promotions, changing teaching assignments and moving to better communities, the SPSS subprogram T-Test was used to determine if there was a significant difference (p=.05) between those teachers who agreed and disagreed with item 65 ("The teaching career should have stages of advancement....."), and their responses to Items 55, 56 and 57 which assessed respondents' desires to teach a different grade level, move to a better community or seek a promotion.

7.2.1.1 Findings

Tables 7.6, 7.7 and 7.8 show the mean scores, degrees of freedom, T values and two-tailed probability scores for respondents who disagreed and agreed with the need for staging with regard to (a) their desire to teach a different grade level or program, (b) their desire to move to a better community, and (c) their desire for promotion.

7.2.1.2 Conclusion

The T-test analysis revealed that respondents who agreed that greater staging of the teaching career was desireable had higher mean scores on all three of the factors tested. In two of the three items ("desire to teach a different grade level or program" and "desire for promotion") these differences reached a level of statistical significance (p=.05). The T-Test results were: t=-2.19,

df=145, p=≤.03 and t=-2.54, df=143, p=≤.01.

In general, teachers who agreed that greater staging of the teaching career is desireable tended to be more willing to change teaching assignments and seek promotions.

TABLE 7.6

T-TEST ANALYSIS ON THE DESIRE FOR STAGING WITH REGARD TO DESIRE TO TEACH A DIFFERENT GRADE LEVEL OR PROGRAM (N=147)

Group	No. of Cases	Mean	Pooled Variance Estimate T-Value	DF	2-Tail Prob.
Disagree	37	2.57	-2.19	145	0.03*
Agree	110	2.89			

≤.05*

TABLE 7.7

T-TEST ANALYSIS ON THE DESIRE FOR STAGING WITH REGARD TO THE DESIRE TO WORK IN A BETTER COMMUNITY (N=146)

Group	No. of Cases	Mean	Pooled Variance Estimate T-Value	DF	2-Tail Prob.
Disagree	37	2.59	-1.21	144	0.23
Agree	109	2.80			

TABLE 7.8

T-TEST ANALYSIS ON THE DESIRE FOR STAGING WITH REGARD TO THE DESIRE FOR PROMOTION (N=146)

Group	No. of Cases	Mean	Pooled Variance Estimate T-Value	DF	2-Tail Prob.
Disagree	37	2.56	-2.54	143	0.01*
Agree	109	2.95			

* ≤ .05

8. SUMMARY AND IMPLICATIONS OF FINDINGS

The primary aims of this study were to describe the career patterns of a population of rural Alberta teachers and explore the relationship between locus of control and selected factors in their careers. The general hypotheses developed for this exploration were:

H_1 The career of teaching presents a vehicle for intergenerational mobility for children from low socio-economic backgrounds.

H_2 Occupational mobility results from the desire for promotion and the desire to live in better communities.

H_3 Internal teachers will report higher educational achievement than will external teachers.

H_4 Locus of control is negatively related to level of career aspiration.

H_5 Internal teachers are more satisfied with career opportunities in teaching than are externals.

In order to obtain the necessary information for the confirmation, partial confirmation or rejection of these hypotheses, four research questions were asked. In this chapter the results of each of these questions are given; and in the following chapter (Chapter 9) the results of other hypotheses that were generated by the study itself are summarized and implications of both sets of results for further practice and research are presented.

8.1 RESEARCH QUESTION ONE

Research question one asked: What are the career patterns of the teachers who participated in this study? Two major objectives (1.1 and 1.2) were formulated in order to gain information concerning this question.

8.1.1 Objective 1.1

Objective 1.1 involved obtaining information about the personal and professional background of teachers. The information obtained has been summarized in Table 8.1 which is found at the end of this chapter.

8.1.2 Personal Background

During the 1981-82 school year, the majority of teachers in the Counties of Beaver and Lamont were 31-35 years of age, female and married. The largest percentage had no dependents.

A large percentage of teachers were born in Alberta and approximately two-thirds of the teachers came from homes where the father's occupation was farmer, manager or craftman. Eighty-three percent of respondents indicated their father's level of education was less than grade twelve. Typically, respondents' mothers reported a level of education of grade nine to grade twelve. When subjects were categorized by age, it was discovered that younger teachers tended to come from families where the father's occupation and level of education was higher than it was for older

teachers, thus supporting research by Thompson (1966) which found that young teachers tend to have inherited a higher SES as compared with older teachers.

8.1.3 Professional Background

The largest percentage of female teachers decided to become teachers at the age of 16 to 18 whereas for the males the mode was 19 to 21. Teachers and parents were most frequently cited as persons who had encouraged this decision. The desire to work with young people was the most frequently cited reason for the decision to become a teacher.

The majority of Beaver-Lamont teachers took their initial teacher training in Alberta; and reported obtaining four years of university education, a bachelor's degree and average grades while at university. Twenty-eight percent of respondents indicated that their initial registration at university was in a faculty other than education. Less than 10 percent of the teachers surveyed indicated that they had attained a master's degree.

The largest percentage of teachers (35.1 percent) had 11 to 20 years of teaching and admininstrative experience. Twenty-five percent had been teaching less than five years and only 16.2 percent had been teaching for more than twenty years. On the average, respondents had held 2.7 teaching positions.

8.1.4 Objective 1.2

Objective 1.2 involved describing occupational experiences of teachers in the Counties of Beaver and Lamont. In addition to describing the initial, trial and stable work experiences of teachers, the writer analyzed respondents' job patterns as well as their short and long-term plans.

More than three-quarters of all teachers listed teaching as their first work experience. Of those who reported initial work experiences in occupations not related to education, the largest percentage (46.9 percent) reported that their initial work experience as "clerical worker".

Most Beaver-Lamont teachers (93.8 percent) worked in public education during their trial work period with the largest percentage (42.8 percent) reporting that they were elementary teachers.

Only 2 teachers (1.6 percent of respondents) reported stable work experiences outside of education. The largest percentage of those in educational positions (36.1 percent) were elementary teachers. However, almost 25 percent reported stable work experiences as high school teachers; this represented an increase of approximately 10 percent over the number of teachers who reported initial and trial work experiences as high school teachers thus indicating that teachers tended to gravitate toward high school (as well as special education and administration) positions during their stable work period.

The two most common work pattern sequences that were identified using Miller and Form's 14 classifications of trial-initial-stable work experience combinations were "stable" (31.6 percent) and "trial-stable" (18.0 percent).

When teachers were classified according to job patterns it was found that 19.4 percent followed junior high school job patterns, 35.9 percent followed elementary job patterns, 8.6 percent followed special education job patterns, 22.4 percent followed high school job patterns and 13.7 percent followed administrative job patterns. The largest percentage (44.0 percent) of elementary patternists had taught in two or more elementary positions whereas only 26.3 percent of secondary teachers had taught in two or more secondary positions. The majority of administrator patternists had occupied secondary teaching positions before becoming school admininstrators.

The three most frequently cited reasons for resignation were acceptance of an administrative posting, desire to live closer to a city and educational leave taking. Administrators reported the largest average number of educational positions (4.05) and elementary patternists reported the smallest average number of positions (2.10).

The majority of teachers (72.2 percent) reported that they intended to remain in their present position for the 1982-83 school year. The two most frequently cited short-term plans for those seeking a change of positions were teaching in a different school (30.0 percent) and

changing occupations (15.0 percent).

A similar pattern of responses emerged when teachers long-term career plans were summarized. Twenty-eight percent indicated an intent to continue working in their present position until retirement, 13.5 percent planned to teach in different schools until retirement and 9.5 percent stated that they planned to quit teaching.

Teachers saw "family obligations," "unwillingness to move from...present community" and "severe competition for a limited number of positions" as the three greatest obstacles to their career aspirations. The most frequently cited reason for consideration of a career outside of teaching was "too many duties other than teaching."

It was hypothesized (H_1) that the career of teaching presents a vehicle for intergenerational mobility for children from low socio-economic backgrounds. Two sub-hypotheses were used to test this hypothesis. The results were as follows:

H1a The majority of teachers come from homes where the father's occupation was farmer, manager or craftman. (CONFIRMED)

H1b The majority of teachers come from homes where the father's level of education was grade twelve or lower. (CONFIRMED)

Given these results, the hypothesis (H_1) that the career of teaching presents a vehicle for intergenerational mobility for children from low socio-economic backgrounds

was confirmed.

It was also hypothesized that:

H_2 A correlation exists between occupational mobility and the desire for promotion and the desire to live in a better community. (CONFIRMED)

8.2 RESEARCH QUESTION TWO

Research question two asked: What relationships exist between locus of control and the educational achievements of teachers? A general hypothesis (H_3) and three sub-hypotheses (H3a, H3b and H3c) were formulated to investigate this research question and the three major objectives that grew out of it. These three objectives were: to determine the relationship between locus of control and (1) educational attainment, (2) high school achievement, and (3) university achievement.

The general hypothesis stated that:

H_3 Internal teachers will report higher academic achievement than will external teaches.

Three sub-hypotheses were used to test this hypothesis. The results were as follows:

H3a Locus of control score and educational attainment are negatively related. (PARTIALLY CONFIRMED)

H3b Locus of control score and high school achievement are negatively related. (REJECTED)

H3c Locus of control score and university achievement are negatively related. (REJECTED)

Although three of the four sub-hypotheses tested were rejected, some support was found for the hypothesis (H_3) that internal teachers would report higher academic achievement than would external teachers. Hypothesis H3a, which predicted a positive relationship between internality and educational attainment, was partially confirmed.

8.3 RESEARCH QUESTION THREE

Research question three asked: What relationships exist between the career aspirations of teaches and locus of control. A general hypothesis (H_4) and three sub-hypotheses (H4a, H4b and H4c) were formulated to investigate this research question and the three major objectives that grew out of it. These three objectives were: (1) to determine the relationship between locus of control and the present educational position held by respondents, (2) to determine the relationship between locus of control and teacher perceptions concerning promotional opportunities, and (3) to determine the relationship between locus of control and long-term career plans.

The general hypothesis (H_4) stated that locus of control is negatively related to level of career aspiration. Three sub-hypotheses were used to test this hypothesis. The results were as follows:

H4a Administrators are significantly more internal than classroom teachers. (CONFIRMED)

H4b Special assignment teachers are significantly more

internal than are classroom teachers. (REJECTED)

H4c Teachers who aspire to become administrators are significantly more internal than teachers who plan to work in other teaching and non-teaching positions. (REJECTED)

Although three of the four sub-hypotheses tested were rejected, some support was found for the hypothesis (H_4) that locus of control is negatively related to level of career aspiration. H4a, which predicted that administrators would be significantly more internal than teachers, was confirmed.

8.4 RESEARCH QUESTION FOUR

Research question four asked: What is the relationship between locus of control and satisfaction with career development in teaching? A general hypothesis (H_5) and six sub-hypotheses were formulated to investigate this research question and the four major objectives that grew out of it. These objectives were to determine the relationships between locus of control and:

(1) the desire for more staging in the teaching career,
(2) teacher's perceptions concerning opportunities for promotion, a classroom teacher's ability to maintain a high level of commitment and enthusiasm, and interference by administrators,
(3) overall satisfaction with opportunities for career development in teaching,

(4) long-term feelings of satisfaction with the prospect of teaching until retirement.

The general hypothesis (H_s) stated that internal teachers would be more satisfied with career opportunities in teaching than would external teachers. Six sub-hypotheses were used to test this general hypothesis. The results of this testing were as follows:

$H_s a$ Internals will have significantly lower scores than externals on the perceived need for "staging" in the teaching career. (REJECTED)

$H_s b$ Internals will have significantly higher scores than externals on perceptions concerning the opportunities for promotion in teaching. (CONFIRMED)

$H_s c$ Internal teachers will have significantly higher scores than external teachers in their belief that it is difficult for classroom teachers to maintain high levels of enthusiasm and commitment. (REJECTED)

$H_s d$ Internal teachers will have significantly lower scores than external teachers in their belief that administrators prevent teachers from obtaining the intrinsic rewards of teaching. (REJECTED)

$H_s e$ Internal teachers will have significantly higher scores than externals on their overall satisfaction with opportunities for career development in teaching. (REJECTED)

$H_s f$ Internal teachers will have significantly higher feelings of satisfaction with the prospect of

teaching until retirement than will external teachers. (REJECTED)

Although five of the six sub-hypotheses tested were rejected, some support was found for the hypothesis (H_5) that internal teachers would be more satisfied with career opportunities in teaching than would external teachers. Hypothesis H5b were confirmed.

Table 8.1

A PROFILE OF THE BEAVER-LAMONT TEACHER

Characteristic	Mode (Mean)	Percent of Population
PERSONAL BACKGROUND		
Age	31-35	31.8
Sex	Female	51.4
Marital Status	Married	73.0
Number of Dependents	None	37.2
Province of Birth	Alberta	84.5
Occupation of Father	Farmer	48.6
Education of Father	Grade 4-8	41.9
Education of Mother	Grade 9-12	40.4
Locus of Control	(8.4)	
PROFESSIONAL TRAINING AND EXPERIENCE		
Age at time of Decision to Teach	16-18	36.5
Person instrumental in Decision to Teach	A Teacher	19.6
Reason for Decision to Teach	Desire to work with youth	29.0
Initial Teacher Training	Alberta	91.2
Years of University Training	Four	68.2
Highest Degree Attained	Bachelor's	80.4
High School Average	Average	53.4
University Average	Average	59.5
Experience in Education	11-20 Years	35.1
Number of Positions Held	(2.7)	-
Reason for Job Changes	Administrative Posting	20.1
OCCUPATIONAL PATTERNS		
Initial Work Experience	Elementary Teacher	41.2
Trial Work Period	Elementary Teacher	42.8
Stable Work Period	Elementary Teacher	36.1
Job Pattern	Two or more Elementary Positions	15.8
Short Term Aspiration	Teaching in Present Position	73.0
Future Aspirations	Teaching in Present Position	27.7
Obstacle to Career Aspiration	Family Oblibations	20.5
Long-term Career Concerns	Maintaining a High Level of Enthusiasm and Commitment	33.8

9. SUMMARY OF POST HOC HYPOTHESIS TESTING

During analysis of the data two additional hypotheses were formulated and tested. The first (H_6) investigated the relationship between sex and some of the variables already discussed (i.e. locus of control, present position, etc.). The second (H_7) investigated the relationship between respondents' desire for more staging in the teaching career and their desire to teach a different grade level or program, to work in a better community and to be promoted.

9.1 SEX OF RESPONDENT

The general hypothesis (H_6) stated that there are significant differences between males and females with respect to locus of control, position held, desire for promotion and satisfaction with career opportunities in teaching. Five sub-hypotheses were used to test this general hypothesis. The results of this testing were as follows:

H6a Males are significantly more internal than females. (CONFIRMED)

H6b Females are more likely to hold elementary positions than administrative or high school positions. (CONFIRMED)

H6c Females score significantly lower on desire for promotion than males. (REJECTED)

H6d Females are significantly more satisfied with opportunities for career development than are males.

(PARTIALLY CONFIRMED)

H6e Females are significantly more content with the prospect of teaching until retirement than are males (CONFIRMED)

Given these results the hypothesis (H_4) that there are significant differences between males and females with regard to locus of control, desire for promotion and satisfaction with career opportunities in teaching was partially confirmed.

9.2 STAGING IN THE TEACHING CAREER

The general hypothesis (H_7) stated that teachers who favor more staging in the teaching career will score significantly higher on desire to teach a different level or program, desire to work in a better community and desire for promotion than teachers who do not favor staging. In short, the author hypothesized that, because teaching is a "flat" or unstaged career, teachers would attempt to stage their own careers by changing teaching assignments, moving to better communities and seeking promotions. Three sub-hypotheses were used to test this general hypothesis. The results of the testing were as follows:

H7a Teachers who favor staging of the teaching career will score significantly higher on desire to teach a different grade level or program than teachers who do not favor staging. (CONFIRMED)

H7b Teachers who favor staging in the teaching career will score significantly higher on desire to work in a better community than teachers who do not favor staging. (REJECTED)

H7c Teachers who favor staging in the teaching career will score significantly higher on desire for promotion than teachers who do not favor staging. (CONFIRMED)

Given these results, the hypothesis (H_7) that teachers who favor more staging in the teaching career will score significantly higher on desire to teach a different level or program, desire to work in a better community and desire for promotion than teachers who do not favor staging was partially confirmed.

9.3 IMPLICATIONS

Since some additional evidence was found to support the idea that locus of control orientation could be used as an indicator of level of educational attainment, the holding of an administrative position, the desire for promotion and even one's sex, further research is certainly warranted.

The present finding is of particular import in that a recent study by Scheck and Rhodes (1980) found that internal teachers had a higher rated teaching competence than did external teachers. Furthermore, a number of studies (DeCharms, 1872; Hill, 1974; Gardner and Gardner, 1974;

Grossman, 1979) have demonstrated that a subject's locus of control can be changed from an external orientation to an internal orientation.

Secondly, the fact that approximately three-quarters of respondents perceived a real need for greater staging of the teaching career, not to mention the large number of teachers whose comments at the end of the questionnaire reflected a similar viewpoint, suggests that educational administrators and Alberta Education officials should examine ways to provide more teachers with the recognition, change of pace and career differentiation which is not present in teaching at this time.

Further research into, and refinement of, the locus of control concept as it applies to one's career development appears to be a fruitful area for further investigation.

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APPENDIX A

THE TEST INSTRUMENT

CAREER PATTERNS AND FUTURE ASPIRATIONS OF TEACHERS IN THE COUNTIES OF BEAVER AND LAMONT

This questionnaire pertains to a study I am conducting as a graduate student in Educational Administration at the University of Alberta. The study is concerned with the various factors that influence the career development of teachers and should provide valuable information for present and future teachers who wish to explore career options within the profession of teaching. Professor James Balderson is supervising the study.

I would suggest that you complete the questionnaire in a quiet, private place. Your name is not required since the information will not be dealt with on an individual basis; your anonymity is further guaranteed by the fact that your responses will be computer analyzed. All information will be held in the strictest confidence.

I would be grateful if you would complete the questionnaire by February 24, 1982, place it in the sealed envelope and return it to your principal. I will be visiting schools February 25th and 26th to collect all questionnaires and answer any questions you may have.

Thank you for your anticipated co-operation in this study of the teaching career.

Al Pollock, Graduate Student
Department of Educational Administration
University of Alberta

SECTION ONE

IN THIS FIRST PART OF THE QUESTIONNAIRE I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR BACKGROUND. THESE QUESTIONS TEND TO BE FACTUAL AND CAN BE ANSWERED QUICKLY.

CC

1/4

1. What is your sex?

__(1) Male
__(2) Female

5, 6

2. Marital status?

__(1) Single
__(2) Married
__(3) Separated
__(4) Divorced

3. How old are you?

__(1) 20-25
__(2) 26-30
__(3) 31-35
__(4) 36-40
__(5) 41-50
__(6) 51 and above

4. Number of dependents (including spouse)?

__(1) none
__(2) one
__(3) two
__(4) three
__(5) four
__(6) five or more

7, 8

Section One

/2 CC

5. In which province, territory or state were you born?

__(1) Alberta
__(2) Saskatchewan
__(3) British Columbia
__(4) Manitoba
__(5) Ontario
__(6) Quebec
__(7) Nova Scotia
__(8) New Brunswick
__(9) Other _____ (please specify)

6. How old were you when you definitely decided to become a teacher?

__(1) under 15
__(2) 16 - 18
__(3) 19 - 21
__(4) 22 - 25
__(5) over 25

9, 10

7. Was your decision to become a teacher the result of the influence or encouragement of some person(s)?

__(1) Yes __(2) No (SKIP to question 9)

11

8. Who was that person(s)? (You may wish to check more than one response.)

__(1) your parent of the same sex
__(2) your parent of the opposite sex
__(3) your brother or sister
__(4) an aunt or uncle
__(5) a grandparent
__(6) a friend
__(7) a teacher
__(8) other _____ (please specify)

12 - 19

9. Please indicate your parents' occupations at the time you graduated from high school?

Mother	Father	
__(1)	__(1)	Professional, technical or kindred worker
__(2)	__(2)	Manager, official or proprietor (except farm)
__(3)	__(3)	Sales worker
__(4)	__(4)	Clerical and kindred workers
__(5)	__(5)	Craftman, foreman and kindred workers
__(6)	__(6)	Operator and kindred worker
__(7)	__(7)	Service worker (excluding private household)
__(8)	__(8)	Farmer or farm manager
__(9)	__(9)	Farm laborer or farm foreman
__(10)	__(10)	Household worker
__(11)	__(11)	Laborer (excluding farm and mine)

20 - 21
22 - 23

10. What was your father's highest educational attainment?

__(1) Gr. 0-3
__(2) Gr. 4-8
__(3) Gr. 9-12
__(4) Trade or technical school graduate
__(5) College graduate
__(6) Post grad. degree

11. What was your mother's highest educational attainment?

__(1) Gr. 0-3
__(2) Gr. 4-8
__(3) Gr. 9-12
__(4) Trade or technical school graduate
__(5) College graduate
__(6) Post grad. degree

24, 25

12. Which of the following statements best describes your perception of your social status relative to that of your parents?

__(1) Quite a bit lower than the status of my parents.
__(2) Somewhat lower than the status of my parents.
__(3) About equal to the status of my parents.
__(4) Somewhat higher than the status of my parents.
__(5) Quite a bit higher than the status of my parents.

26

13. Try to recall why you selected teaching as a career. Check the <u>two</u> items that best describe your reasons for choosing to teach.

__(1) Desire to work in a profession that encourages growth.
__(2) Attraction to the prestige and status associated with teachers.
__(3) Desire to help youngsters develop sound values.
__(4) Appreciation of the fringe benefits associated with teaching (hours of work, vacations, etc.)
__(5) Desire to work in subject matter field of interest.
__(6) Desire to work with young people.
__(7) Job security.
__(8) Availability of financial assistance.
__(9) Desire to contribute to democratic life.
__(10) Other (please specify) _____

27, 28
29, 30

SECTION TWO /3

INSTRUCTIONS:

CC

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.

Please answer these items carefully but do not spend too much time on any one item. Be sure to choose an answer for every choice and then circle the statement (either a or b) which you believe to be the case as far as you're concerned.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

14. a. Children get into trouble because their parents punish them too much.
    b. The trouble with most children nowadays is that their parents are too easy with them. 31

15. a. Many of the unhappy things in people's lives are partly due to bad luck.
    b. People's misfortunes result from the mistakes they make. 32

16. a. One of the major reasons that we have wars is because people don't take enough interest in politics.
    b. There will always be wars, no matter how hard people try to prevent them. 33

17. a. In the long run people get the respect they deserve in this world.
    b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries. 34

18. a. The idea that teachers are unfair to students is nonsense.
    b. Most students don't realize the extent to which their grades are influenced by accidental happenings. 35

19. a. Without the right breaks one cannot be an effective leader.
    b. Capable people who fail to become leaders have not taken advantage of their opportunities. 36

20. a. No matter how hard you try some people just don't like you.
    b. People who can't get others to like them don't understand how to get along with others. 37

21. a. Heredity plays the major role in determining one's personality.
    b. It is one's experiences in life which determine what they're like. 38

22. a. I have often found that what is going to happen will happen.
    b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action. 39

23. a. In the case of the well-prepared student there is rarely if ever such a thing as an unfair test.
    b. Many times exam questions tend to be so unrelated to course work that studying is really useless. 40

24. a. Becoming a success is a matter of hard work; luck has little or nothing to do with it.
    b. Getting a good job depends mainly on being in the right place at the right time. 41

25. a. The average citizen can have an influence in government decisions.
    b. This world is run by the few people in power, and there is not much the little guy can do about it. 42

26. a. When I make plans, I am almost certain that I can make them work.
    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow. 43

27. a. There are certain people who are just no good.
    b. There is some good in everybody. 44

28. a. In my case getting what I want has little or nothing to do with luck.
    b. Many times we might just as well decide what to do by flipping a coin. 45

29. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
    b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it. 46

30. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
    b. By taking an active part in political and social affairs the people can control world events. 47

31. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
    b. There really is no such thing as "luck". 48

32. a. One should always be willing to admit mistakes.
    b. It is usually best to cover up one's mistakes. 49

33. a. It is hard to know whether or not a person really likes you.
    b. How many friends you have depends upon how nice a person you are. 50

34. a. In the long run the bad things that happen to us are balanced by the good ones.
    b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three. 51

35. a. With enough effort we can wipe out political corruption.
    b. It is difficult for people to have much control over the things politicians do in office. 52

36. a. Sometimes I can't understand how teachers arrive at the grades they give.
    b. There is a direct connection between how hard I study and the grades I get. 53

37. a. A good leader expects people to decide for themselves what they should do.
    b. A good leader makes it clear to everybody what their jobs are. 54

38. a. Many times I feel that I have little influence over the things that happen to me.
    b. It is impossible for me to believe that chance or luck play an important role in my life. 55

39. a. People are lonely because they don't try to be friendly.
    b. There's not much use in trying too hard to please people; if they like you, they like you. 56

40. a. There is too much emphasis on athletics in high school.
    b. Team sports are an excellent way to build character. 57

41. a. What happens to me is my own doing.
    b. Sometimes I feel that I don't have enough control over the direction my life is taking. 58

42. a. Most of the time I can't understand why politicians behave the way they do.
    b. In the long run the people are responsible for bad government on a national as well as on a local level. 59

SECTION THREE

/5

CC

IN THIS SECTION OF THE QUESTIONNAIRE, I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR EDUCATIONAL AND WORK EXPERIENCE.

43. In which state or province did you take your initial training as a teacher?

__(1) Alberta
__(2) British Columbia
__(3) Saskatchewan
__(4) Manitoba
__(5) Ontario
__(6) Quebec
__(7) Nova Scotia
__(8) New Brunswick
__(9) Other _____ (please specify)

44. How many years of professional training do you have?

__(1) 2 years or less
__(2) 3 years
__(3) 4 years
__(4) 5 years
__(5) 6 years
__(6) more than 6 years

60, 61

45. Please indicate your highest degree.

__(1) I am working on my first degree.
__(2) Bachelor Degree
__(3) Graduate Diploma
__(4) Master's Degree
__(5) Doctorate Degree

62

46. Which of the following best describes your Grade 12 average?

__(1) Honors (80% or above)
__(2) Above average (70% to 79%)
__(3) Average (60% to 69%)
__(4) Below average (50% to 59%)
__(5) I did not complete Grade 12.

47. Which of the following statements best describes your scholastic performance as an undergraduate student?

__(1) Honors
__(2) Above average
__(3) Average
__(4) Below average

63, 64

48. How many years, including the current one, have you been teaching?

__(1) fewer than 5 years
__(2) 5 to 10 years
__(3) 11 to 20 years
__(4) more than 20 years

65

49. Was your initial university registration in the Faculty of Education?

__(1) Yes (SKIP to question 51.)
__(2) No

66

50. What caused you to switch to education?

__(1) Disillusionment with original career choice.
__(2) Good employment prospects for teachers.
__(3) Previous decision to take one year of professional training after another degree.
__(4) Entrance to faculty of choice barred by quota restrictions.
__(5) Insurmountable difficulty of course work.
__(6) Uninteresting courses.
__(7) Interest in teaching a particular subject.
__(8) Realization that I wanted to work with young people.
__(9) Other (please specify) _____

67

51. What was your primary consideration in obtaining initial employment as a teacher?

__(1) Desire to find a school whose educational philosophy was compatible with my own.
__(2) Desire to work in my area of speciality.
__(3) Desire to find a job -- any job.
__(4) Desire for "reasonable working conditions".
__(5) Desire to work with a congenial staff.
__(6) Desire to be close to family and friends.
__(7) Desire to work under an effective principal.
__(8) Desire to work in or close to a city.
__(9) Other (please specify) _____

68

Section Three

/6

CC

RESEARCHERS HAVE IDENTIFIED A NUMBER OF FACTORS WHICH INFLUENCE THE MOBILITY PATTERNS OF TEACHERS. AFTER EACH STATEMENT INDICATE, BY CIRCLING THE APPROPRIATE NUMBER, THE EXTENT TO WHICH YOU DISAGREE OR AGREE THAT THE STATEMENT WAS OR WILL BE IMPORTANT IN YOUR DECISION TO CHANGE POSITIONS.

	Strongly Disagree	Disagree	Agree	Strongly Agree	
52. Transfer of spouse.	1	2	3	4	1
53. Desire to travel and expand horizons.	1	2	3	4	2
54. Desire to teach in my area of speciality.	1	2	3	4	3
55. Desire to teach a different grade level or program.	1	2	3	4	4
56. Desire to work in a better community.	1	2	3	4	5
57. Desire for promotion.	1	2	3	4	6
58. Reluctance of school boards to hire administrators from within the system.	1	2	3	4	7
59. Desire to work with a more congenial staff.	1	2	3	4	8
60. Desire to work in or close to a city.	1	2	3	4	9
61. Change of occupation to homemaking.	1	2	3	4	10
62. Conflict with administration.	1	2	3	4	11
63. Lack of community support for education.	1	2	3	4	12

64. Teacher mobility is often associated with dissatisfaction. Was dissatisfaction a factor in your most recent job change?

__(1) I have never changed teaching positions.
__(2) Yes, to a large extent.
__(3) Yes, to some extent.
__(4) No, not really.
__(5) No, definitely.

13

INDICATE THE EXTENT TO WHICH YOU DISAGREE OR AGREE WITH EACH OF THE FOLLOWING STATEMENTS BY CIRCLING THE APPROPRIATE NUMBER.

	Strongly Disagree	Disagree	Agree	Strongly Agree	
65. The teaching career should have stages of advancement so that greater prestige and remuneration would accrue to teachers who demonstrate above average dedication and performance.	1	2	3	4	14
66. There is little opportunity for promotion in teaching.	1	2	3	4	15
67. It is almost impossible to maintain a high level of commitment and enthusiasm over the years if one's role is solely that of a classroom teacher.	1	2	3	4	16
68. Administrators often limit a teacher's opportunity for obtaining the intrinsic rewards of teaching (i.e. the personal satisfaction that one derives from effective teaching).	1	2	3	4	17

Section Three /7

CC

69. What is your present position?

__(1) classroom teacher (elementary)
__(2) classroom teacher (junior high)
__(3) classroom teacher (high school)
__(4) administrator
__(5) special assignment (counselor, teacher librarian, etc.)
__(6) other_____

18

70. Have you held a full-time job outside of the teaching position that continued for a period of six months or longer?

__(1) Yes __(2) No (SKIP to question 72)

19

71. Please indicate what job or jobs you held and the approximate dates of employment.

Job	Dates of Employment
_____	_____
_____	_____
_____	_____

72. Beginning with your initial appointment as a teacher and using the number code under each column, please complete the following chart.

	Dates	Position Held *	Length of Tenure	Size of School	Size of Community	Reason for Job Change	
1.	19__ to __	___	___	___	___	___	20-25
2.	19__ to __	___	___	___	___	___	26-31
3.	19__ to __	___	___	___	___	___	32-37
4.	19__ to __	___	___	___	___	___	38-43
5.	19__ to __	___	___	___	___	___	44-49
6.	19__ to __	___	___	___	___	___	50-55
7.	19__ to __	___	___	___	___	___	56-61
8.	19__ to __	___	___	___	___	___	62-67

(1) Kindergarten
(2) Elementary
(3) Junior High
(4) Special Education Teacher
(5) High School Teacher
(6) Vice-Principal
(7) Principal
(8) Special Assignment (i.e. counselor)
(9) Assistant Sup't. or Superintendent
(10) Other_____
(11) Other_____

(1) less than 1 year
(2) 1 year
(3) 1.1 to 2 years
(4) 2.1 to 5 years
(5) 5.1 to 10 years
(6) more than 10 years

(1) 0 to 5 teachers
(2) 6-10
(3) 11-15
(4) 16-20
(5) 21-25
(6) over 25 teachers

(1) 0-299
(2) 300-499
(3) 500-999
(4) 1000-2999
(5) 3000-9999
(6) 10,000 plus

(1) Board dismissal
(2) Maternity leave
(3) Educational leave
(4) Conflict with administration
(5) Desire to move closer to a city.
(6) Larger school
(7) Administrative posting
(8) Special Assignment (i.e. counselor)
(9) Changed occupations
(10) Problems with students or parents
(11) Transfer of spouse.
(12) No change
(13) Other _____
(14) Other _____

*If any of your assignments overlapped the categories listed, PLEASE USE THAT SINGLE DESCRIPTION which best describes your role.

SECTION FOUR

/8

CC

THIS, THE FINAL SECTION OF THE QUESTIONNAIRE, RELATES TO YOUR SHORT AND LONG-TERM CAREER ASPIRATIONS.

73. What do you expect to be doing in September, 1982?
(CHECK ONE RESPONSE and PROCEED AS DIRECTED)

__(1) Teaching in my present position. (SKIP to question 83.)
__(2) Remaining at this school but in a different role. (SKIP to question 74.)
__(3) Retiring. (SKIP to question 87.)
__(4) Becoming a homemaker exclusively. (SKIP to question 75.)
__(5) Seeking an administrative position in another school or jurisdiction. (SKIP to question 76.)
__(6) Returning to university. (SKIP to question 80.)
__(7) Changing occupations. (SKIP to question 81.)
__(8) Teaching in a different school. (SKIP to question 82.)
__(9) Other _____ (SKIP to question 83.)

1

74. What will this new role be?

__(1) Teaching on a part-time basis.
__(2) Full-time teaching at a different grade level (please specify the grade) ____.
__(3) An administrative position. (SKIP to question 83.)
__(4) Transferring to a full-time position outside the classroom (i.e. teacher librarian, counselor, resource teacher, etc.)
__(5) Transferring to a part-time position outside the classroom.
__(6) Transferring to a part-time teaching and part-time counseling, resource teaching, etc.
__(7) Other _____ (SKIP to question 87.)

2

75. Do you intend to return to teaching after a period of time as a homemaker?

__(1) Yes
__(2) Probably
__(3) Yes, but on a part-time basis.
__(4) Probably not
__(5) No (SKIP to question 88.)

(PROCEED TO QUESTION 83.)

3

76. What will that position be?

__(1) Department Head
__(2) Vice-Principal
__(3) Principal
__(4) Assistant Sup't.
__(5) Sup't.
__(6) Other _____

77. Do you hold an administrative position now?

__(1) Yes (SKIP to question 79.)
__(2) No

4, 5

78. What mainly will motivate you to seek an administrative position? (CHECK ONE.)

__(1) The additional salary.
__(2) Boredom with teaching.
__(3) Desire to exert more influence in decision-making.
__(4) Compulsion to "climb the career ladder".
__(5) Need for a change.
__(6) Desire to spend more time working with adults.
__(7) For the power and prestige that comes with administration.
__(8) Other (please specify) _____

6

79. What would cause you to seek an administrative position in a different school or jurisdiction? (Check only one response.)

__(1) Discomfort or embarassment at moving from staff member to administrator.
__(2) Lack of positions in present jurisdiction.
__(3) Tendency of present jurisdiction to hire administrators from outside.
__(4) Desire to work in a different system.
__(5) Desire to find a more satisfactory community.
__(6) Desire to work in or closer to a city.
__(7) Conflict with administration.
__(8) Need for a change and new challenges.
__(9) Other (please specify) _____

(SKIP TO QUESTION 83.)

7

Section Four

/9 CC

80. What is your major reason for returning to university?

__(1) I need a change.
__(2) I want to improve my teaching skills.
__(3) I want to enhance my chances for promotion.
__(4) I need to be re-inspired. 8
__(5) I want to retrain myself for another occupation.
__(6) I enjoy studying.
__(7) Other (please specify) _____
(SKIP TO QUESTION 83.)

81. Do you regret your decision to become a teacher?

__(1) Yes __(2) No 9
(SKIP TO QUESTION 83.)

82. The major reason for this job change is:

__(1) Transfer of spouse.
__(2) Desire to live in a more satisfactory community.
__(3) Need for a change.
__(4) Desire to work in a larger, better equipped school.
__(5) Desire to work in a school with good collegial relationships. 10
__(6) Desire to work in or closer to a city.
__(7) Desire to teach a different grade level.
__(8) Desire to work with an effective administration.
__(9) Other (please specify) _____

83. Which of the following best describes your long-term career plans?

__(1) Continue working as a classroom teacher in my present school until retirement.
__(2) Continue working as a classroom teacher in different schools until retirement.
__(3) Serve as a resource person or consultant to teachers.
__(4) Move into school or system administration.
__(5) Continue working as a school or system administrator until retirement. 11
__(6) Teach in a post-secondary institution.
__(7) Change occupations. (SKIP to question 88.)
__(8) Quit teaching and become a homemaker.
__(9) Other (please specify) _____

84. Which of the following statements best describes your feelings as you consider the years between now and retirement. (CHECK a maximum of TWO.)

__(1) The prospect and challenge of working with different students in the coming years excites me.
__(2) I'm glad I'm a teacher. Many other jobs lack the opportunities for promotion that teachers enjoy.
__(3) I really like working with children but I worry sometimes about the prospect of doing the same thing for so many years.
__(4) I wish there were some way, other than school administration, to split my time between classroom teaching and another interesting educational task. 12, 13
__(5) Educational administration provides one with good opportunities to influence the direction of education.
__(6) I need or would like the extra salary that accompanies an administrative position but the job has too many negative factors.
__(7) I wish there were tangible ways of recognizing outstanding teachers. Such recognition would serve to motivate and give prestige to good teachers.
__(8) I think teachers can rejuvenate themselves through changing schools and/or teaching assignments.
__(9) Other (please specify) _____

Section Four

/10 CC

85. Are you satisfied with the opportunities that exist for your career development within the teaching profession?

__(1) Yes
__(2) No (please specify) _____

_____ 14

86. What do you see as being the TWO greatest obstacles blocking the attainment of your career aspirations?

__(1) Failing health
__(2) Limited educational roles outside of teaching.
__(3) Family obligations
__(4) Inability or unwillingness to improve my qualifications.
__(5) Unwillingness to move from my present community.
__(6) Lack of support from my spouse.
__(7) Severe competition for a limited number of positions.
__(8) Lack of self-confidence.
__(9) Other (please specify) _____ 15 - 23

87. What causes you the most concern when you consider your professional life between now and retirement? (Check only one.)

__(1) Maintenance of a high level of enthusiasm and commitment.
__(2) Deterioration of public respect for education.
__(3) Adaptation to the changes which the years will bring.
__(4) Competition that exists for teaching and administrative positions.
__(5) The challenge of staying in touch with youth.
__(6) The ever-increasing demands that are being placed on teachers and administrators.
__(7) The deflation of my qualifications.
__(8) Other (please specify) _____ 24
(SKIP TO QUESTION 89.)

88. What will cause you to quit teaching?

__(1) Too many duties other than teaching.
__(2) Dislike of classroom teaching.
__(3) Difficulty of getting along with principal or supervisor.
__(4) Low salary.
__(5) Chance for a better job.
__(6) No chance for promotion.
__(7) Nowhere to advance in teaching.
__(8) Lack of pupil interest in learning; discipline problems.
__(9) Lack of recognition.
__(10) Other (please specify) _____ 25, 26

89. Please indicate in the space provided significant changes which would serve to improve your career in education.

_____

_____

_____

END OF SECTION FOUR, THANK YOU! PLEASE PLACE YOUR QUESTIONNAIRE IN THE ENVELOPE PROVIDED, SEAL IT AND RETURN IT TO YOUR PRINCIPAL.

APPENDIX B

LETTERS

Edmonton, Alberta
January 25, 1982

(1)Mr. R. Reinholt
Superintendent of Schools
County of Beaver #9
Ryley, Alberta

(2)Mr. Jack Dooush
Superintendent of Schools
County of Lamont
Lamont, Alberta

Dear Mr. Reinholt:

As you know, one of the requirements for a Master of Education Degree at the University of Alberta is the completion of a major study in the field of education. The research project which I have undertaken is concerned with the career patterns and aspirations of teachers.

The purpose of this letter is to obtain your permission to survey, by means of a questionnaire, all teachers and school-site administrators in the County of Beaver. It is my intention that this questionnaire, which would require about fifteen minutes to complete, will arrive in schools during mid-February, 1982.

To help assure teacher co-operation in completing the questionnaire, I would be grateful if you would include in your letter of consent a short testimony as to the importance of such a study. I will also require a current listing of your professional staff--by school, if possible.

In closing I would like to thank you for your helpful comments during our recent telephone conversation and for your anticipated favourable consideration of this request.

Yours very truly,

A. R. Pollock

ARP/mr

COUNTY OF BEAVER
No. 9
OFFICE OF SUPERINTENDENT OF SCHOOLS
RYLEY, ALBERTA
T0B 4A0
TELEPHONE: 663-3730

1982 02 03

Mr. Pollock
Box 466
TOFIELD, AB
T0B 4J0

Dear Mr. Pollock:

Re: Career Patterns and
Aspirations of Teachers

This is to advise you have permission to survey the teachers and administrators in the County of Beaver by questionnaire re the above research project. This approval is granted subject to the teachers responding on a voluntary basis.

In addition, based on the information I have received, your study is very significant and should provide some very worthwhile data for the profession. Thus, I support your study and am confident that the teachers and administrators will favorably respond to your questionnaire.

Sincerely,

F. W. Reinholt
Superintendent of Schools

FWR/emm

P.S. Please feel free to share the contents of this letter with the staff if you so choose.

PHONE 895-2233

DIRECT LINE - 424-6541

County of Lamont No. 30

Office of the Superintendent of Schools

LAMONT, ALBERTA
T0B 2R0

PHONE 895-2233

DIRECT LINE - 424-6541

February 9, 1982

Mr. A. R. Pollock,
Tofield, Alberta.

Dear Sir:

Further to your phone call, your letter regarding your research on teachers' career patterns arrived today. You have my permission to contact the teaching staff directly and I am sure they will cooperate in responding to your questionnaire. To assist you, a list of our staff is enclosed.

I anticipate that your research will be a worthy addition to Education in General and aspiring teachers particularly.

If I can be of any further help do not hesitate to call me.

Sincerely,

DR. J. DOBUSH,
Superintendent of Schools.

JD:md
Encl:

The University of Connecticut

STORRS, CONNECTICUT 06268

THE COLLEGE OF
LIBERAL ARTS AND SCIENCES
Department of Psychology

May 25, 1982

Dear Ms. Pollock:

You have my permission to reproduce the I-E Scale for your research, providing you are supervised by, or consult with someone who is trained in the use and interpretation of personality tests.

Very truly yours,

Julian B. Rotter

Julian B. Rotter
Professor of Psychology

JBR/isw

APPENDIX C

MEMORANDUM

MEMORANDUM February 15, 1982

TO: All Teachers and School Administrators

FROM: Al Pollock, Graduate Student
University of Alberta

Very shortly you will be receiving a questionnaire which is designed to obtain data about the career patterns and aspirations of rural Alberta teachers. This study is being supervised by Dr. James Balderson, Professor of Educational Administration at the University of Alberta and has the support of your Superintendent, Mr. Jack DoBush.

Participation is, of course, on a voluntary basis. All responses will be held in strict confidence and, since the results will be a product of group analysis by computer, no individual can or will be identified.

I believe that you will find completion of the questionnaire interesting and not very time consuming. I will be most grateful for your co-operation.